

**THE DESCRIPTION OF TEACHERS' PERCEPTION TOWARDS
THE EVALUATION SYSTEM BASED ON CURRICULUM 2013
AT SMP PGRI 18 KEBONARUM AND SMP N 2 WEDI
IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

Presented as the Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Degree in English Education Department.



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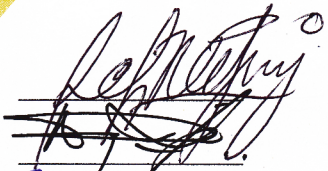
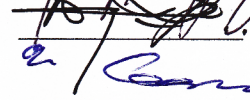
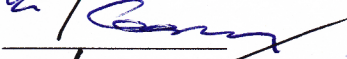
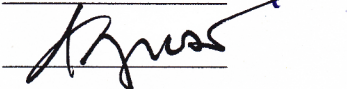
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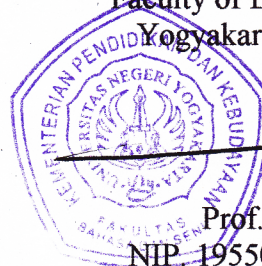
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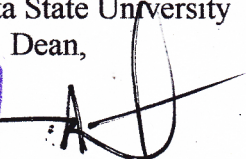
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DwiNurhidayah

MOTTOS

“Everything happens for a good reason. Just believe and have faith.”

“You may never know what results come of your action, but if you do nothing there will be no result.”

(Mahatma Gandhi)

In every difficulty, there is easiness.

(Al-Insyirah: 5)

DEDICATIONS

This thesis is genuinely dedicated to:

- ☺ **My beloved mother “Ibu Juminten” and father “Bapak Wijianto”** Thank you for your love, support, motivation, and prayer. Do you know how wide the sky is? I love you all more than that, Mom, Dad.
- ☺ **My Sweet Heart
Papa Tedjo**
Thank you for everything.
- ☺ **My Children Sayyidhatul Zahra Alisa Putri and Muhammad Dzaky Adillah**
Thank you for your everlasting love. You are the reason of this all.
- ☺ **My Guardian Angel
R.I.P Raditya Pandu Wijayanto, S. T.**
Thank you for guiding me and everything you do for me.
- ☺ **My beloved sister Rika Melati Sukma
My beloved brother Negi Wiranata and Eko Wahyudi**
Thank you for your motivation.
- ☺ **My beloved friends (Rina and Isty)**
Thank you for your big hug, motivation, and our beautiful friendship.
- ☺ **PBI H 07 (Anas, Ayu, Adit, Ina, Adit K, Adit P, Febby, Dwi R, Deny, Krisna, Citra, Blasius, Siti, Agni, Awang, Rika, Dewi N, Wahyu Dewi , Nila, Erni, Gilar)**
Thank you for your motivation and beautiful friendship.

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give comments and suggestions from those who deeply concern in such topic. However, I expect that this thesis will give worthwhile contributions to all readers.

Dwi Nur Hidayah

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I: INTRODUCTION	
A. Background to the Study	1
B. Identification of the Problem	3
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objectives of the Research	7
F. Significance of the Research	7
CHAPTER II: THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK	
A. Theoretical Review	
1. English as a Foreign Language	
a. Definition of Foreign Language	9

b. Foreign Language Learning	11
2. Curriculum	
a. Definition of Curriculum	13
b. Curriculum 2013	14
c. Characteristic of Curriculum 2013	15
d. The Implementation of English Curriculum 2013.....	17
3. Teaching and Learning Evaluation System Based on Curriculum 2013	
a. Definition of Assessment and Evaluation	20
b. Characteristic of Assessment and Evaluation Based on Curriculum 2013	21
B. Relevant Studies	29
C. Conceptual Framework	29

CHAPTER III: RESEARCH METHODOLOGY

A. The Nature of Research	31
B. Setting	32
C. Data Collection Technique	34
D. Data Analysis Technique	36
E. Trustworthiness	37

CHAPTER IV: RESEARCH FINDINGS

A. Research Findings	38
1. The Theacers' Understanding of the Evaluation System Based on Curriculum 2013.....	38
2. The Implementation of the Evaluation System Based on Curriculum 2013	45
a. The Focus of the Evaluations	46
b. The Technique of Assessing	50
c. Report	54
B. Discussion	55

CHAPTER V: CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusions	59
B. Implication	61
C. Suggestions	62
REFERENCE	65
APPENDICES	68

LIST OF TABLES

Tables	Lists	Pages
Table 2. 1	Assessment Aspect of Curriculum 2013	22
Table 2. 2	Standard of Complete Learning	24

APPENDICES

Appendices	Lists	Pages
Appendix 1	Field Notes	69
Appendix 2	Interview Guide	80
Appendix 3	Interview Transcripts	85
Appendix 4	Data Categorization	127
Appendix 5	Letter of Permission	144

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ABSTRACT

This study was a descriptive study which employed the qualitative approach. It aimed to obtain a description of the English teachers' understanding of the evaluation system in Curriculum 2013 context and how far the English teachers really apply the evaluation system based on the Curriculum 2013. The research was conducted at SMP N 2 WEDI and SMP PGRI 18 Kebonarum. The data were collected by means of observations, interviews, and documentations. The respondents of this research were the English teachers and the students, but the key instrument of the research was the researcher herself. The data collected were in the forms of field notes, interview transcripts, and documentations. The data were analysed by means of coding categories system. The trustworthiness was gained by a triangulation technique.

The findings of the research show that learning achievement evaluation based on core competencies is conducted by learning completely, authentic, continuously, use various techniques, and based on criteria reference, and the results of the evaluation were analyzed to determine what core competences have or have not mastered by students. In the English teaching and learning, the evaluation system includes the focus of evaluation, the technique of assessing, and report. SMP N 2 WEDI and SMP PGRI 18 Kebonarum use Classroom Based assessment with authentic assessment approach which is accordance with Curriculum 2013. The students' achievement is measured and reported based on the achieved competencies and not based on comparison with others as stated in Curriculum 2013. It can be conclusion that SMP N 2 WEDI and SMP PGRI 18 Kebonarum have been implementing the evaluation system based on Curriculum 2013 appropriately.

CHAPTER I

INTRODUCTION

A. Background to the Study

English as a foreign language in Indonesia is becoming dominant in various aspects in daily life such as education, transportation, and telecommunication. In communication, English becomes an important language in transferring knowledge and technology. People are required to learn English in order to communicate and understand knowledge and technology.

Meanwhile, in the English teaching and learning is aimed to develop students' communicative competence. To have communicative competence, students need to be able to comprehend both produce spoken and written text which is realized in the four integrated language skills there are: listening, speaking, reading, and writing.

Learning a foreign language is a long and complex activity. Learners need constant encouragement, and one of the best forms of the encouragement is from an achievement and success. With keen eye for achievement, an admiring eye for effort, and a tolerant eye for differences and individually, a skillful teacher can manage to enable the majority of his/hers students to enjoy the learning.

Learning is social in nature, effective participants in class group is known to bring about learning, and the ability to work as a cooperative team members is an essential skill not only in the class but also the social life. People learn by

doing and working together in meaningful way in their daily life.

Every student is unique and different from other students in such diverse aspect as his/her family, educational history, learning strategies, and aptitude for learning (Ellis, 1994). To detect talent and achievements in each student, a teacher should be aware with their differences and acknowledges. A teacher needs to evaluate students' performance not only in light of their teaching objectives, but also due to respect each students' individual situation in the teaching and learning process.

Students have to cooperate and show great enthusiasms to practice when they get feedback on theirs errors. Some feedback should include specific suggestion to improve rather than vague comment. Helped by teacher, student understand what is good or not good about their performance, they know what to maintain and develop, and how to improve.

When student's evaluation is conducted, the teacher should not analyze the students result critically, a teacher should examine the ways of student success. It will change teacher point of view that is always worrying about the authority in to one with empathy and appreciation.

In foreign language teaching this point is vital. If a teacher looks at his/her students' performance over critically, teacher will never be satisfied because errors and imperfections are part of learning a foreign language. However, if teacher focuses on student success, teacher will be surprise to find how much they learnt and how hard they tried. There will always things for a teacher to be

proud of.

Defining student performance involves several factors related to the learners' future. Evaluation of students' achievement serves to inform, diagnose, predict, provide feedback, motivate, and promote educational quality. As evaluation is an integral part of teaching and learning process, it is important for the teacher to improve the use of evaluation results to plan foreign language teaching. Therefore, evaluation should be a continuous process, and carry out daily.

B. Identification of the Problem

Strong tendency to introduce improvement and motivations in education stays forever, all over the world, including in curriculum. Curriculum is a large and complex concept, and more widely it refers to all aspect of planning, implementing, evaluating, and managing an educational program (Nunan, 1988).

Curriculum is one of the education elements which giving significant contribution to create the quality of student personality and talent. Curriculum development is needed because there are many global challenges of internal and external. Internal challenges such as an education condition which has relative with 8 standard of education. These standards consist of school management, cost, school facilities, teachers and staff, standard of content, standard of process, standard of assessment, and standard of student competence. External challenges include future challenges, the competence for the future, public perception,

science development, and negative phenomenon.

Tyler (1949) suggest that a rational curriculum is develop by first identifying goals and objectives, then listing, organizing and grading the learning experiences, and finally, finding means for determining whether the goals and objectives have been achieved.

The latest issues currently heating the climate of education in Indonesia was the declaration of the implementation of Curriculum 2013 which is known as Scientific Approach, K13 for both primary and secondary educations. The curriculum is the eighth curriculum that has ever been implemented in Indonesia. Before Curriculum 2013, Indonesia implemented the 1954, 1964 (with revision in 1968), 1975, 1984, 1994 (with revision in 1999) curriculum, Curriculum Based Competence (CBC) in 2004, KTSP. It seems that the changes of curriculum in Indonesia happen every ten years. It shows that the changes of curriculum are simply due to the change of the Minister of Education in the cabinet. This opinion is, of course, not absolutely right. There must be rationale behind this. The changing of the previous curriculum (KTSP) into Curriculum 2013 also has some reason.

Curriculum 2013 is a curriculum base on competence. Curriculum base on competence is outcomes based curriculum that focused on student competence achievement that constructed in SKL. However, curriculum 2013 is different in Standard content. There are no significant changes in curriculum 2013, just in the school and teacher administrative.

Curriculum 2013 is developed to improve and balance soft skill and hard skill of the learners, such as affective skill, skill, and knowledge.

At the first, Many teachers are still confuse in implementing the curriculum of KTSP and it is too many instruments that the teachers do to complete the teacher administrative, but recently, teachers almost enjoy the KTSP Curriculum, governments change it into curriculum 2013. Teachers and school have to adapt with new concept of curriculum.

In academic year of 2013/2014, curriculum 2013 has been trying out in some school as a pilot project. It indicates that this curriculum is not ready yet to replace KTSP Curriculum

In 2013 curriculum, curriculum is begun by determined graduate competence standard base on the students' preparation, education goals, and public demand. In curriculum 2013, graduated competence include affective competence, skill, and knowledge.

There are some methods in learning process. These methods are scientific approach, learning models, authentic assessment, and book analysis. These methods are different with the KTSP, especially in teacher, and school instrument. We have more specific in teaching and evaluate the student outcome.

C. Limitation of the Problem

As the issues on the implementation of Curriculum 2013 are very broad, the researcher limit the study into the implementation of evaluation system based on Curriculum 2013. The object of the study is teacher's methods in implementing evaluation based on Curriculum 2013. As teachers are the main actors in the curriculum implementation, it is necessary to explore their methods in implementing the evaluation. This study deals with implementing evaluation on English subject based on Curriculum 2013 since English has very important role and position in the era of globalization. Furthermore, English teaching is an interesting process to be observed as the teachers use Curriculum 2013. Therefore the discussion of this research focuses on the English evaluation system based on Curriculum 2013 of Junior High School (SMP) level at SMP PGRI 18 Kebonarum and SMP N 2 WEDI.

D. Formulation of the Problem

By virtue of the limitation of the problem, the researcher formulates the problems as follow:

1. What are English teachers' understanding of the evaluation system based on Curriculum 2013 at SMP PGRI 18 Kebonarum and SMP N 2 WEDI?

2. How far do the English teachers really apply the evaluation system based on Curriculum 2013?

E. Objectives of the Study

Corresponding to the formulation of the problem, the objectives of this study are:

1. To obtain a description of the English teacher' understanding of evaluation system in Curriculum 2013 context, and
2. To find out how far the English teachers are really apply the evaluation system based on Curriculum 2013.

F. Significance of The Study

This study is expectantly hoped to give a valuable contribution to the following parties:

1. English teachers in SMP PGRI 18 Kebonarum and SMP N 2 WEDI

The result of the study can be used as feedback about the evaluation system they have been done.

2. Students in SMP PGRI 18 Kebonarum and SMP N 2 WEDI

The result of the study can be used as consideration in preparing the examination because they know what aspects will be assessed.

3. Schools

The result of the study can be used as a reference to plan and to develop the programs that are suitable for the English teaching and learning objectives.

4. Curriculum developers

The result of the study can be used as an evaluation object about their policy and also an input to plan the next program.

5. Other researchers

The result of the study can be used as one of the references concerning the evaluation system based on Curriculum 2013.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is to review the related theories and studies upon which the analytical construct has been built. The discussion of this chapter is divided into three parts, i.e. Theoretical Review, Conceptual Framework and Analytical Construct.

A. Theoretical Review

1. English as a foreign Language

a. Definition of Foreign Language

In the real world language plays an important role in students' intellectual, social and, emotional development. Language as a means communication takes a part in almost every human life. It also becomes important key students' success in learning other sciences. It is used to help the students to recognize themselves, their culture, and express their experience, ideas, and feelings.

Recently, the knowledge of foreign language is regarded to be essential needs. English as a foreign language is that English is not used as an official language or colloquial language in countries. “ A foreign language doesn't have immediate social and communicative functions” (Oxford, 1990: 6). However, it may still have a significant role to play. It may be an important subject and it may be necessary to pass an exam in

English to enter university. English is also needed for them who work in tourism, business, and for some sections of the civil services.

Hutchinson and Waters (1987) define English as a foreign language as the study of English not as a mother tongue. This definition shows that learners of the language are foreigners who study it for various purposes. A foreign language usually requires more formal instruction and other measurement of the lack of environmental support by contrast. English in Indonesia can be categorized as a foreign language.

Brown (2001: 116) states that foreign language contexts are those in which student do not have ready – made contexts for communication beyond their classroom. Foreign language learners may find it difficult to access the target language beyond their classroom door. English as a foreign language gives a greater challenge for students and teachers than English as second language. As Brown (1992: 3) notes:

“In ESL situations English has official status, is used widely in government, is the medium of education, and is in widespread use in everyday life of the people. In contrast, (in EFL) English is official situations has low recognition and is used mainly for communication with foreigners”

Richards et al. (1985: 108) state that a foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language or

for reading printed materials in the language.

b. Foreign Language Learning

As we know that a foreign language cannot be separated from the condition of learning itself. Learning is contemporary dictionaries means “acquiring or getting of knowledge of a subject or skills by study, experience, or instruction” (Brown, 2000:7). The definition, however, is regarded as too awkward as the scientific definition. It is perhaps the definition too broad and first reflects the difficulty of defining complex concept of learning.

Brown, (2000: 7) breaks down the components of the definition of learning into seven domains, presented as follows:

- 1) learning is acquisition or “getting”,
- 2) learning is retention of information or skill,
- 3) retention implies storage systems, memory, and cognitive organization,
- 4) learning involves active, conscious focus on an acting upon events outside or inside the organism,
- 5) learning is relatively permanent but subject to forgetting,
- 6) learning involves some forms of practice, perhaps reinforced practice, and
- 7) Learning is a change of behavior.

By the elaboration above, learning is complex term; it needs many words to explain and to understand the concept underlying “learning”.

Brown (1982: 136) adds that the learning a foreign language can be define as learning a language is one's own culture with few, immediate social and under spread opportunities to use the language within the environment of one's own culture.

In learning a foreign language, the students try to learn to communicate with the language with others. "Communication is dynamic activities depend on the negotiation of meaning between two or more speakers who share some knowledge of the language being used" (Oxford, 1990: 7).

Sometimes, when someone learns a foreign language, he/she faces a set of complexities. The complexities do not concern only the aspect of language that should be acquired but also the processes of learning and the situational consequences (Stern, 1987).

When studying a foreign language, student are expected to be able to communicate with it or to gain the communicate competence. Oxford (1990) explains that communicative competence concern both spoken and written language and all four language skills varying degrees and combinations, namely, listening, reading, speaking, and writing.

Learning a foreign language is a long and complex undertaking. Students struggle to learn new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual and emotional are needed to achieve the foreign

language successfully. Most students usually learn English in a classroom or English courses, however, only few of them who can achieve fluency in a foreign language solely within the confines of the classroom (Brown, 2000).

2. Curriculum

a. Definition of Curriculum

The definition of curriculum is planning and managing such of learning subjects that should be learnt by students for some periods in educational system (Imas Kurniasih S. Pd. & Berlin Sani, 2014).

Furthermore, dictionary of education states curriculum is a general overall plan of the content or specific studies of that the school should offer the student by way qualifying him for graduation or certification or for entrance into a professional or a vocational field.

In Indonesia, the definition of curriculum states in *Undang-undang Pendidikan Nasional nomor 2 tahun 2013*, education system is a set of planning and managing about goals, contents, and materials of education and the manually ways in using this set to carry out and achieve the goal

Based of the curriculum definitions above, the writer can conclude that curriculum is a set of role to develop teaching and learning process which contain of students activities in order to get the learning goals.

b. Curriculum 2013

The Ministry of National Education and Culture, Prof. Ir. Muhammad Nuh, DEA declare new curriculum known as “Curriculums 2013” which has been employed in the Academic Year of 2013. It has been develop from the previous curriculum, Competence Based Curriculum 2014 and KTSP 2006. He said that Curriculum 2013 concern on competence based attitude, skill, and knowledge.

Curriculum 2013 competency is designed as Curriculum characteristic and learning process. Curriculum characteristic that is Curriculum which is include the religion aspect in learning process and emphasize the affective aspect. In leaning process of curriculum 2013, the learning is using scientific approach. It means that the material must factual information, logic and can be explained. Educative interaction among teacher and students is logic. Encourage the student to think critically, analytically, exactly in identify and solve the problems.

Curriculum is an education instrument to carry out the students in having attitude competence, science competence, and skill competence in order to make the students become creative, productive, innovative, and affective personality.

The principle of curriculum development based on:

1. Curriculum is not only a list of subject
2. Curriculum is based on graduate competence standard
3. Curriculum is developed in order to give opportunities for the students to increase their ability and talent
4. Curriculum focused on students potential, development, needs, students matters;
5. Curriculum has to be applicable in life;
6. Curriculum has to be focused on development process, Cultural, and empower the students life.

Based on those principles, 2013 curriculum started by determining graduate competence standard base on students' preparation, National education objectives, and needs. Some school pointed as a pilot project in implementing Curriculum 2013 in order to find out how far the preparation of the school supervisor, headmaster, teachers, and school administration in implementing 2013 curriculum.

c. Characteristic of Curriculum 2013

Permendikbud No 68 Tahun 2013 state that Curriculum 2013 conducted its Characteristic as follow:

1. Develop the balance between developing spiritual attitude and curiosity, creativity, teamwork, intellectual capability and psychomotor.
2. School is a part of society giving learning experience is planned whereas

learner implemented what they have learned in a school for society and make it use for them to as a source of learning.

3. Developing attitude, knowledge, and skill also implemented them within several situations in school and society;
4. Giving sufficient time allocation to developing various attitude, knowledge, and skill;
5. Competence stated in the form of core competence class which specified more detail in basic competence of subject matter;
6. The core competence becomes organizing element, basic competence whereas all of basic competence and learning process developing in order to achieve competence which is stated in the core competence;
7. Basic competence developed according with accumulative principal reinforced and enriched between subject matter and education level (horizontal and vertical organization);

Curriculum 2013 is concerning on competence based attitude, skill, and knowledge. The principle characteristics of curriculum 2013 are:

1. It demands teacher's ability in to explore knowledge as much as possible because the learners can easily find out information from social network.
2. Learners must be leads to be responsible for their environment,

interpersonal skills, transactional skills, even logical skills.

3. Teachers have objectives to create productive, creative, innovative and affective learners.
4. In secondary school, integrative thematic approaches give a chance to the learners to recognize and understand themes in any subject.
5. Science and social subjects give in Indonesian subject by thematic approach.

There are four aspects that focused on carrying out curriculum 2013, such as:

1. Teacher competence, including on understanding material substantial, learning method,
2. Academic competence, teacher must be able to transfer knowledge to the learners
3. Social Competence, teacher must have it to interact with others people, such as student or society.
4. Managerial competence, teacher as a leader in class and school. Teacher is a public figure for the student.

d. The Implementation of English Curriculum 2013

According to Oxford Advance Learner's Dictionary, implementation means "put something into effect". Therefore, Beauchamp (1975: 246) as

quoted by Ghufroon (2003) propose the implementation of curriculum as “the putting into practice of an idea, program, or set of activities which is new to the individual or organization using it.

The implementation of Curriculum 2013 apparently gives new atmosphere to education. In this curriculum students demanded to be active, creative, and innovative particularly on how to solve the problem. Curriculum 2013 is a curriculum which puts emphasis on facilitating learners to gain competency or skill on how they learn, think, and do. It is also emphasis in characters education which is integrated to all of study program.

Curriculum 2013 gives teachers a broad chance to arrange various teaching technique and methods. It demands teacher’s ability in to explore knowledge as much as possible because the learners can easily find out information from social network. English teaching and learning based on Curriculum 2013 taken Scientific Approach. Scientific Approach believes as a way how to develop attitude, skill, and knowledge for students.

There are several criteria of Scientific Approach that focused on carrying out curriculum 2013, such as:

1. Learning material based on phenomenon which is explain logically or reasonable, not from imagination, legend, and myth.
2. Teachers’ explanation, student responses, and educative

interaction between teacher and student far from prejudice, subjective thinking, or not logical mindset.

3. Prompt and inspiring student to thinking critically, analytic, and accurate on identification, understanding, solving the problem, and applied the learning material.
4. Prompt and inspiring student to understand, applied, and develop reasonable mindset and to be objective on responding the learning materials.

For the example, teacher show the student short functional text on the form e- mail and letter. Here student could observing, questioning, associating, experimenting, and networking. So in the end of the lesson student can conclude what they have learned and make e- mail correctly.

In line with Scientific Approach, Project Based Learning also carries out Curriculum 2013 implemented. For example, student makes a product. The way how to make certain product cover how the student planning, activity of doing and reporting the result.

Furthermore, implementation English based on Curriculum 2013 can be using Problem Based Learning. The concept of this Approach is learning based on problem which show contextual problem in order to encourage student to study. Implementing this Approach in Classroom, student could working in teamwork and tries to solve the problem in the real world.

In addition, Discovery Learning also implemented in Curriculum

2013. This method is learning theory which have definition as a learning process that happen when the student not serve with learning material in the last, but demand organize by themselves. As learning strategy, Discovery Learning has principals almost the same with inquiry and problem solving. There is no principle differentiation all of them. This methods emphasis on how to find concept or the previous principle that did not know. The differential of them, place on the problem that faced by the student which is create by the teacher.

3. Teaching and Learning Evaluation System Based on Curriculum 2013

a. Definition of Assessment and Evaluation

Gaining information about the students' learning achievement can be done trough teaching and learning evaluation or classroom assessment. Mc Tighe and Ferrara (1994) state:

“Assessment refers to the process of gathering and integrating information about learners from various sources to help us understand these students and describe them. Teaching is one types of assessment. Evaluations are the process of making a judgment of a product, a response, or a performance.”

The terms of assessment and evaluation sometimes are used interchangeably. Both assessment and evaluation are used as a diagnosis and prescription in guiding students and deciding what action should be taken in order to increase the students' competence. Assessment is viewed as having important role in teaching. As pointed out by Little (1993), assessment has,

at least, four roles. Firstly, assessment has a role in selection. Secondly, assessment has a role in monitoring students, schools, and national system performance. This is intended to identify the factors which affect performance. Thirdly, assessment has a role in the promotion of learning, through systematic diagnosis and feedback to the teacher and students. For teachers, feedback provides pragmatic decisions with respect to readiness, diagnosis and remediation, whereas for students, feedback can be used to monitor strengths and weaknesses in their performance. Finally, assessment has a role in fostering accountability. This means that assessment is used by bureaucrats and politicians to maintain a sense of control over government policy and expenditure in education.

b. Characteristics of Assessment and Evaluation Based on Curriculum

2013

The competence assessment is integrated in all English skills. The following is the assessment aspect of Curriculum 2013.

Table 2 .1 Assessment Aspect of Curriculum 2013

Aspect	Criteria
Assessment System	<ul style="list-style-type: none"> • Criterion Reference • Focused on attitude aspect assessment, knowledge aspect assessment, and skill aspect assessment. • Assessment material are based on the essential material which are relevant to competencies student have to achieve • Students' achievement is measured and reported based on the achieved competencies and not based on the comparison of students' achievement with other student • Uses various techniques such as objective test , performance test, project, product, and portfolio assessment methods

The interpretation of the assessment depends on how the students master or achieve the targeted criteria which are formulated in competencies in the curriculum. The orientation of assessment in this case changes the

student-discrimination orientation to student- differential orientation. There are some characteristic of assessment in Curriculum 2013: learning completely, authentic, continuous, various techniques in learning, base on criteria references.

The assessment is *complete learning* means that the learners achieve targeted competencies as long as the learners get some support and enough time to learn. Slow learner need more time than other learners who learn fast for the same materials. The learners must finish the materials completely before they learn the next competences.

The assessment is *authentic* means that if the learners ask to show the work or the real situation that show in meaning skill and knowledge (Mueller, 2006). Learning and assessment are unshared process in teaching learning process, students have to learn, Therefore assessment must cover all of those competencies. Action competence consists of listening, speaking, reading and writing skills. For example listening, it can be assessed alone or done while testing speaking. Assessing linguistic competence

Assessment should be done *continuous* during the teaching and learning process and after the student finish every competency, trough several evaluations (daily, mid, and final exam).

The assessment should *use various technique* which means that these technique such as, performance, production, portofolio, observation, and self assessment, can be conducted in.

Other characteristic is *assessment base on criteria reference*, which means that assessment based on criteria references determined by the teacher itself. Assessment of Student skills are measured by criteria references for example; Standard of Completely Learning (*KKM*), that required by college

KKM is needed in order to find out the learners achievement in some competences completely. Teacher find the learner handicap in achieving learning competences earlier and teacher can resolve the problems to obtain better result in learning competences.

Table 2 .2 Standard of Completely Learning

Predicate	Competence score		
	Knowledge	Skill	Attitude
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D	1	1	

The classroom assessment deals with students' achievement, not only attitude aspect but also knowledge, and skills aspects.

I. Attitude Aspect Assessment

Attitude comes from such a feeling that having preference to respond something or object. Attitude is as value of expression or way of life which is had by someone. Attitude can be shape so result action wanted. Attitude competence proposed on this guiding is an expression from values way of life by someone that create in a attitude

Curriculum 2013 divide Attitude competence in to two:

1. Spiritual attitude is an attitude that prompt student having belief as a realization from strength of vertical interaction with God. Spiritual having reference with KI-1: Admiring and believing religion study that followed.
2. Spiritual attitude is an attitude that prompt student having good personality independence, democratic, and responsible as a work existence and harmony of life. Social attitude reference with KI-2: Admiring and believing 7 aspect: honest, discipline, responsible, tolerance, team work , well manner in the interaction effectively with social society and nature in the reaching of scope association and the existence.

Attitude aspect can be assessed as follow:

a. Observation

Observation is a continuously assessment technique using observation references contain of some habitual indicators. It's conducted in school activities.

b. Self Assessment

Self assessment is assessment technique which carried out by the learners. Learners show their ability and disability in achieving learning competence. This assessment method is using student worksheet assessment.

c. Peer Assessment

It is an assessment technique to evaluate the learners. They can evaluate the other learners about their achieving learning competence using learning work sheet colleagues.

d. Journal

Journal is a note written by teacher which contain of students information base on observation during class activities and out class activities.

II. Knowledge Aspect Assessment

Knowledge competence assessment is a part of assessment of education. On the appendices Permendikbud No 66 tahun 2013 about Assessment of Standard Education explained that assessment of

education is a process collecting and process of information to assess student competence achievement in scope of: authentic assessment, self assessment, portfolio assessment, exam, daily exam, mid terms test, final examination, competence examination, and national examination. Student Knowledge competence assessment covers Attitude, knowledge, and skill competence is doing balance so it can be use to determine relative position every student face the standard determine.

Attitude aspect can be assessed as follow:

a. Written test Instrument

It is a set of question and answer test. It can be multiple choices, essay, match the point on A or B and another written test with the principle of score system.

b. Spoken Test Instrument

It is a list of questions. The writer asks some question to the learner orally and the learners also answer orally. The answers can be words, phrases, sentences or paragraph which spoken. So the learner becomes braver.

c. Exercise

It is a home work or project for the learner at home. It can be done individually, or in group.

III. Skill Aspect Domain

Skill competence assessment is assessment doing for student to assess how far SKL, KI, and KD specified in Skill dimension.

SKL skill dimension for education unit Junior High School is the graduation whic have qualification of capability that efective and creative in the term of abstract and congkret appropriate with the lesson in school. (Permendikbud 54 tahun 2013 about SKL). SKL is credit minimal competence after the student trough education during 3 years and stated pass the study.

This attittude covers: trying, process, serving and thinking. In the form of congkrete this skill, every activity is using, modificating and making. But in the form of abstract, this skill covers writing, reading, counting, and drawing.

Attitude aspect can be assessed as follow:

- a. Practice test is an assessment activity of the learner by doing activities on each competence.
- b. Project is *learning tasks* that consist of planning activity, doing activity and report it.
- c. Portfolio is an assessment base on the learner duties on some learning competences to find out the learner interest, learner progress, learners achievement or learner creativity in some periods.

B. Relevant Studies

There are studies which also studied about Curriculum 2013. The first study entitled Developing Listening Material for the Eight- Grade students of SMP N 14 Yogyakarta Based on Curriculum 2013. This research is described the target needs, learning needs, and how to develop the appropriate listening materials for the eight- grade students.

The second study entitled A Content Analysis on English Teachers for Tenth Grades: Look a Head an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X. this research attended to discover whether or not the English text books analyzed met the criteria of a good text book suggested by *Pusat Perbukuan (PusBuk)* and whether they were relevant to the Curriculum 2013 and to find out that those criteria were fulfilled or not by those text books and in what way the text books were relevant to Curriculum 2013.

C. Conceptual Framework

Curriculum 2013 has been widely implemented in many schools since 2013. Known as Scientific Approach, the goals of this curriculum are to improve the quality of Indonesian schooling. The Curriculum 2013, is a more relevant and useful model for education now.

However the major concern is how well teachers preparation and be ready

to implement such a new model of curriculum. Many teachers, especially English teachers would need to receive assistance and training in lesson planning and evaluating. It is a challenge for the teacher to create authentic, engaging task that demand the learners to use the language and develop related communicative abilities. In addition, teachers have responsibility to assess and evaluate the learners' performance in teaching and learning process.

Because assessment and evaluation are viewed as an integral part of teaching and learning, it is important for English teachers to improve the use of assessment and evaluation result for the planning of English teaching.

The interpretation of the assessment depends on how the students master or achieve the targeted criteria which are formulated in competencies in the curriculum. The orientation of assessment in this case changes the student-discrimination orientation to student- differential orientation. There are some characteristic of assessment in Curriculum 2013: learning completely, authentic, continuously process using various technique base on criteria references,

The assessment is *learning completely* means that the learners achieve targeted competences as long as the learners get support and enough time to learn.

The *authentically* assessment means that if the learners ask to show the problem base on the real life, the learner can show the applicative and meaningful skill. It should be reflect the real problems, authentic assessment only assess what they know and what they can do.

Assessment should be done *continuously* during the teaching and learning process and after the student finish every competency, trough several evaluations (daily, mid, and final exam).

The assessment should *use various technique* which means that these technique such as, performance, production, portofolio, observation, and self assessment, can be conducted in.

Other characteristic is *assessment base on criteria reference*, which means that assessment based on criteria references determined by the teacher itself. Assessment of Student skills are measured by criteria references for example; Standard of Completely Learning (KKM), that required by college

KKM is needed in order to find out the learners achievement in some competences completely. Teacher find the learner handicap in achieving learning competences earlier and teacher can resolve the problems to obtain better result in learning competences.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the methodology used to conduct the research. It includes the nature of research, research setting and participants, research instrument, data collecting technique, and data analysis technique.

A. The Nature of Research

This research belongs to an evaluative research which employs the qualitative approach. Based on Stake's model of evaluation as quoted by Fernandes (1984: 8), the evaluative study emphasizes two operations: descriptions and judgments, and distinguishes three phases of an educational program: Antecedents (Context), Transactions (Process), and Outcomes (Output).

- a) An Antecedent (context) is any condition existing prior to teaching and learning which it may relate to outcomes.
- b) Transactions are the countless encounters of students with teacher, student with student, author with reader, parent with counselor – the succession with engagements which comprise the process of education.
- c) Outcomes include measurement of the impact of instructions on teachers, administrator, counselor, and others.

In addition, both descriptions and judgments are essential - in fact, they are the two basic acts of evaluation. To be fully understood, the educational program must be fully describe and judged. Stake indicates that the description is one thing, but judgment is another. In his model, Antecedents (Input), Transactions (Process), and Outcomes (Output) data are not only compared to determine intended and observed discrepancies, but are compared against absolute standards, in order to make judgments about the merit of the program. Stake state that no study can be labeled evaluation unless some judgments is made.

Furthermore, Fernandes (1984: 37) define a qualitative research as a method to understand an educational program as whole and to study it without imposing pre – existing expectation on the program.

In relation to the nature of the research, there are some criteria of evaluation in Curriculum 2013: learning completely, authentically, continuously process, using various techniques, base on criteria references.

B. Setting

The research was conducted from June up to August at SMP PGRI 18 Kebonarum and SMP N 2 WEDI. The schools is located in Klaten , Jawa Tengah. The researcher did observations and interviews with all English teachers and students at the schools. The researcher interviewed English teachers and used documents of the evaluation to get the data.

SMP PGRI 18 Kebonarum have been implementing Curriculum 2013 since the Academic Year of 2012. SMP PGRI 18 Kebonarum is located on Jl. Mpu Sedah, Gatak, Sumberejo, Klaten Selatan, Klaten. It has many rooms, a library, a teacher's office, a headmaster's office, a medical room (*Unit Kesehatan Sekolah "UKS"*), a mosque, and a *Karawitan* room. It has 3 classes. There are 12 students in each class and one English teacher in that school. The total number of the students is .

SMP N 2 WEDI have been implementing Curriculum 2013 since the Academic Year of 2012. SMP N 2 WEDI is located on Jl.Birit, Wedi, Wedi, Klaten. It has many rooms, a library, a teacher's office, a headmaster's office, a medical room (*Unit Kesehatan Sekolah "UKS"*), a mosque, and a *Karawitan* room. It has 23 classes. There are 32 students in each class and 3 English teachers in that school. The total number of the students is 775.

SMP PGRI 18 Kebonarum and SMP N 2 WEDI have been selected as two of six public schools in Klaten which is implemented Curriculum 2013 as a pilot project from Academic Year of 2012 until now.

The subject of this research were the English teacher of SMP PGRI 18 kebonarum and SMP N 2 WEDI who have got training and teaching the students using Curriculum 2013. They have different background of education and experience in teaching. All of the English teachers graduated from English Education Department from different universities. All of them taught for more than five years.

C. Data Collection Technique

The key of this instrument of this research was the researcher. In conducting this study, the researcher used the following instruments; observation and interview.

1. Observation

According to Oxford Advanced Learner's Dictionary, observation is the act of watching something carefully for a period of time, especially to learn. The researcher observed the process of teaching and learning done by the teachers. The observations not only done in the teaching and learning process but also in every activity happen in the schools.

2. Interview

This interview is intended to follow up and ferity the previous of research instrument to gain the further information. The interview is in the form of semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. Burns in Setiyadi (2006) states that the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda and therefore give rise to a more equal balance in the research relationship. The interview section was conducted in Bahasa Indonesia for making the respondents comfortable in expressing their opinions. Thus, the respondents gave elaborated as much information as

possible.

To find out the data related to the implementation of the teaching and learning process based on Curriculum 2013 at SMP 18 Kebonarum and SMP N 2 WEDI, the researcher come to the school to conduct observations, note taking and interviews with the English teacher and the students. The activities ended when the data were enough. The observations were conducted in the school on July- September 2015.

During the observations, the researcher took notes on important aspect found that would become the research focuses later on since the researcher did not come to the field with the hypothesis. The researcher then determined some focuses and used as the basic to develop some new focuses based on the data got from observations which were in the form of notes written as soon as getting information needed.

Getting focuses on hand, the researcher then explored the focused trough in- depth interviews with the English teacher and the students.

Conducting

After conducting the observations and interviews, the researcher then composed the interview transcripts and categorized the collected data until the researchers were sure with the categorization. Next, the researcher tried to formulate descriptions and judgments from selected focuses and categories formulated them in the form of essay and completed it with supportive or objective explanations.

D. Data Analysis Technique

In the data collection method, the researcher describes the results and interprets the data. All of the data were in the forms of expressions, words, clauses, and sentences. They were collected through observations, in-depth interviews, and documents. They were about the English teachers' understanding of evaluation system and how far they implement it based on Curriculum 2013. The researcher also conducted in-depth interviews with the students to find out whether they knew some aspect of the evaluation system or not.

As stated by Patton in Moleong (2000: 103), the data analysis technique is the process of data arrangement and data categorization. The process of data analysis started when the researcher collected the data. First, the data in the form of interview transcripts gained through in-depth interviews and observations were translated into sentences and categorized into groups. Second, each group was given a topic to each category to select and decide some focuses of the research. At the end there were some groups used as the basis for the development of some new focuses. Third, the researcher sharpened or moved the focus. This step was done by putting it in its previous category or moving it into another category. When new supportive data were found, they were taken notes. When the data were saturated, the data collection was finished. The last procedure was formulating some categories to be theories based on the pre-determined criteria.

E. Trustworthiness

The trustworthiness was gained by triangulation. In this study, the researcher uses a triangulation technique to test the validity of the data. Burns in Setiyadi (2006) states that triangulation is one of the most commonly used and best known ways of checking for validity. The trustworthiness of the data is based on a triangulation that is always checking the result of the research with the respondents along the in- depth interviews. The researcher checks the result of observations by conducting interviews to the subject of the research and to gain more information from the participant. Besides, validity is achieved by discussing and analyzing the data with knowledgeable and competent people in criticizing the process of the data analysis such as collaborator and supervisor.

CHAPTER IV

RESEARCH FINDINGS

As mentioned in the previous chapter, this study is categorized as a descriptive research study. It aims to describe the understanding of the evaluation system based on Curriculum 2013 of the English teachers at SMP PGRI 18 Kebonarum and SMP N 2 WEDI. It reference to this issue, Chapter VI deals with the techers' undstanding of the evaluation system based on Curriculum 2013, and its implementation which covers the focus of evaluation, the techniques of assessing and the forms of feedback as a part of evaluation process. Each is discussed in the following section.

A. Research Findings

1. The Teachers' Understanding of the Evaluation System Based on Curriculum 2013.

Developments in education have shown signs that government is trying to remedy some of the inadequacies of the education system.

But, for these to be effective, it becomes essential that teachers are better prepared and supported. Teachers are a key factor of the success of implementation of curriculum changes.

In the schools, teachers also have many different kinds of responsibilities. Clearly, large efforts have been made to assist teacher in their ability to really include competency – based learning and stimulate

more autonomy of teach from teachers. From the observation, it is found that all the English teacher of SMP N 2 WEDI and SMP PGRI 18 Kebonarum have attended workshop on Curriculum 2013. However, only the teachers who are teaching classes based on Curriculum 2013 are more active in attending training.

The teachers' understanding of the evaluation system based on curriculum 2013 at SMP N 2 WEDI and SMP PGRI 18 kebonarum varies. However, all of them receiving assistance and training of Curriculum 2013. They got different point of view the general understanding of Curriculum 2013. It is supported by statement:

P : Oh nggih... Secara garis besar kurikulum 2013 itu menurut ibuk apa?
(Right, generally, how do you think about Curriculum 2013?)

R1 : Itukan kurikulum baru, kurikulum 2013, menurut saya penyempurnaan dari KBK kemarin, eh... yg kemarin kan KTSP ya, tapi kalau ini lebih cenderung ke praktik banyak-banyak praktik, banyak- banyak tugas sedangkan yang kemarin teori. Kalau ini anak- anak harus bisa menemukan sendiri, memunculkan ide sendiri seperti itu.

(This is new curriculum, curriculum 2013, I think that it is the developing of KBK curriculum. The last curriculum is KTSP, isn't it? But this curriculum gives more practices, more assignments, in KTSP, we learn theoretically. In Curriculum 2103, students must be able to find, and create their own ideas.)

R2 : Kurikulum 2013 adalah perubahan mindset atau pola pikir. Perbedaan antara kurikulum 2006 dengan kurikulum 2013 bedanya kalau 2006 itu murid diberi tahu, kurikulum 2013 anak mencari tahu.

(Curriculum 2013 is the changing of student mindset. The

different between curriculum 2013 and KTSP is that a KTSP student was told the materials, but in curriculum 2013, student must find out the materials by themselves.)

Furthermore, the teachers are responsible to assess students' performance in teaching and learning process. To be assessors the teacher should understand the evaluation of the new curriculum 2013. The assessment covers three aspects: attitude, Knowledge and skill assessments.

P : Bisa gak ibu menjelaskan tentang evaluasi atau penilaian dalam kurikulum 2013?

(Can you tell me about the assessment in curriculum 2013?)

R : Kalau kurikulum 2013 itu lebih rinci ada nilai pengetahuan ada nilai ketrampilan dan sikap. Kalau penilaian pengetahuanya biasanya kalau anak- anak itu nanti dari ulangan itu kalau nilai ketrampilanya bisa diambilkan dari tugas dan apa apa biasanya yaa tugas itu ada tugas praktik dan ada tugas tertulis.

(Assessment in curriculum 2013 is more detail than KTSP; there are attitude assessment, knowledge assessment, and skill assessment. Knowledge assessment is usually from daily exam, or final exam, and skill assessment is usually from practice something, such as report, project.)

In line with the statement above, the English teacher could be differentiating the previous curriculum with the new one in order they can applied the new curriculum appropriately.

P : Terus menurut ibuk bagaimana penilaian di kurikulum 2013?

(And what do you think about the assessment of curriculum 2013?)

R : Penilaiannya kan kalau dulu ada teori atau tugas udah satu nilai, kalau sekarang ada penjelasan atau penjabaran ketrampilan anaknya bagaimana? penilaian dari teman-temannya bagaimana? Dibagi dalam beberapa kriteria juga.

(In KTSP, the assessment divided into theory and duties/ tasks, but in curriculum 2013 there is an explanation of student skill. How is colleague assessment, and also divided in some criteria)

Therefore, the teachers admitted that they still face some problem related the new curriculum which have several role to be applied. It is supported by the statement:

P : Kemudian pak untuk e... evaluasinya dalam kurikulum 2013 menurut bapak bisakah bapak jelaskan!

(And then, sir.... The evaluation in curriculum 2013, in your opinion, can you explain it, Sir?)

R : Evaluasinya cukup rumit karena terlalu banyak instrument-instrument yang dibuat. Kemudian penerapannya terintegrasi, terintegrasi dalam proses pembelajarannya itu sendiri. Misalnya sikap spiritual itu juga termasuk di dalam KI-3 dan KI-4.

(Curriculum 2013 assessments are too complicated. Too many instruments are made. Then carry out integrated. It's integrated in its learning process. For example, spiritual aspect include in KI-3 and KI-4.)

The teachers' understanding of the evaluation system based on Curriculum 2013 can be separated with the role of the evaluation system itself. In the field some teacher have good understanding of that role,

others finding some difficulties related the run of the new curriculum. It comes from several aspects which are explained below:

P : Sedangkan untuk system penilaiannya itu apakah rambu-rambunya untuk bapak apakah sudah jelas atau sudah bagus?

(What about for its assessment system, sir. Does the assessment role, for you, have you cleared enough or has it been good?)

R : Ya, cukup mengerti cuman untuk pelaksanaannya itu masih bingung. Karena terlalu banyak instrument-instrument yang harus disiapkan. Kemudian biaya sekolah tidak mampu. Sehingga usulan- usulan dan permintaan dari sekolah- sekolah yang mendapatkan pilot project itu mohon diberi dana agar pelaksanaan kurikulum itu dapat berjalan dengan baik dan lancar. Dan mohon untuk diklatnya diratakan karena juga masih banyak guru yang masih kebingungan terutama memahami Permend- Permend yang selalu berubah- ubah.

(Yes, I have. I have understood enough. But I still confuse to implement it. Because is there too many instruments that must be prepared. And then school unable to pay the cost. While, school proposals which become pilot project of curriculum 2013, give fund to carry out the curriculum 2013 and it can be implemented well. And please, its training is leveled out too, because there are so many English teachers that are still confused in line to understand *Permendikbud* which is having changes.)

In addition, understanding of the evaluation system is not only important for teachers, but also students. Students are also key participants in curriculum development. The students of SMP N 2 WEDI and SMP PGRI 18 Kebonarum have various understanding of the evaluation system based on Curriculum 2013. Some students have good understanding on the Curriculum 2013 and the evaluation based on

Curriculum 2013. It is supported by the statements:

P : Dek kakak mau tanya, menurut kamu kurikulum 2013 itu apa tho?

(May I aks you, what do you think about curriculum 2013?)

R1 : Kurikulum yang penilaiannya lebih mementingkan sikap spiritual, pengetahuan, dan ketrampilan.

(Curriculum that the assessment is emphasize in spiritual, knowledge and skill aspect)

R2 : Kurikulum 2013 adalah kurikulum yang... Gimana yaaa... banyak penilaiannya Sikap... ketrampilan, sikap spiritual, dan sikap pengetahuan. Sikap itu... kalau dikelas itu sikapnya gimana, terampil atau enggak, aktif atau enggak?

(Curriculum 2013 is I meant more assessment Attitude, skill, spiritual, and knowledge aspect Attitude is when we interact with others outside. Skillful or not, active or passive students.)

However, not all students have good understanding of the curriculum 2013 and its evaluation system. It is found that they do not have understanding because of many factors such as background of the school which has been new in using Curriculum 2013 and the teacher who never explained before. This statement below was stated by one of student in the 3rd grade of SMP N 2 WEDI who has been stopped conducting Curriculum 2013 during one year.

P : Dek Rika tahu gak kurikulum yang sekarang ini kurikulum 2013 ini tahu gak?

(Do you know curriculum 2013?)

- R : Tahu.*
(Yes, I do)
- P : Apa itu?*
(What is it?)
- R : Ehmmmmm...*
(Ehmmmmm...)

In general, the students know the main different of the Curriculum 2013 and the previous focus on the evaluation system. They said that in Curriculum 2013 have many aspects to be assessed. It means that the assessment is done through four skills; reading, listening, speaking, and writing.

- P : Terus.. kalau untuk dalam Bahasa Inggris, tahu gak yang dinilai apa saja?*
(And then, if in English subject, what aspect is evaluated?)
- R1 : Bahasa Inggris,, cara bicara dan speaking and penulisan yang baik.*
(English, speaking skill, and writing skill)
- R2 : Berbicara dalam bahasa inggris sama mengerjakan tugas-tugas.*
(Speaking and doing some tasks)

The various understanding and perceptions of the Curriculum 2013 evaluation system is reasonable. The teacher as a facilitator of the

successful implementation of curriculum should have good understanding of the curriculum itself which involves the evaluation system. Therefore, teachers would clearly need to receive assistance and training in achieving an appreciation and ability to deliver a different format of education and learning.

2. The Implementation of the Evaluation System Based on Curriculum 2013.

The implementation of the Curriculum 2013 in Indonesia gives new chances for better result in education than before. At the same time, there some possible challenges that may be faced by the teachers. The implication of various teaching and learning methods based on Curriculum 2013 is the various way of evaluating students' achievement during teaching and learning process. It put emphasis on the process of evaluation. The evaluation of Curriculum 2013 is moving away from conventional approach to assessment toward alternative means of determining what learners know and can do. The researcher found that the implementation of the evaluation system based on Curriculum 2013 at SMP N 2 WEDI and SMP PGRI 18 Kebonarum included the focus of the evaluation and the technique of assessing.

a. The Focus of the Evaluations

Curriculum 2013 is curriculum which is put emphasis competency-based education. Competency is based on principles, model, and important issues. It focuses all aspect of learning skill, knowledge, and Attitude. The concept of the evaluation based on Curriculum 2013 hold potential for teachers because it show creative and critical thinking and because it cover not only knowledge outcome but, skill, and attitude outcome as well. It puts the learner more in control of the teacher own learning. From observations, it can be concluded that some concept changes the work teachers do, so that it reduces boring instructional of students, and increase professional satisfaction. It moves the very nature of the classroom process towards the development of learner potential.

P : Untuk yang terakhir pak tentang kompetensi pengetahuan menurut bapak e... Kenapa penilaian atau pengukuran kompetensi pengetahuan itu masih penting pak?

The last sir, it is about knowledge aspect, I your opinion sir, why is the skill assessment still needed?)

R : Masih karena orang itu atau siswa itu sebelum memahami itu untuk praktik juga tidak bisa. Maka kalau dalam apa namanya matematika, atau ada teori- teori, rumus-rumus baru dipraktikan. Teknologi juga begitu secara instalasi dibuat programnya bagaimana baru di praktikan itu tentu saja harus memahami itu juga harus meneliti melakukan pengamatan pada suatu benda. Kalau dulu memang ketika anak itu diberi tahu ini benda misalnya ini gelas terbuat dari kaca dan sebagainya. Kalau sekarang tidak, anak-anak ini akan apa namanya mengajarkan tentang alat rumah tangga atau apa silahkan untuk mengamati itu namanya apa terbuat dari apa?

(It is still needed. Because people or students, before understanding it, they cannot practice it, in the ...what is

name...Math, or any theories, and formulas, it, then, practice it? So does the technology, make the program and practice it. It, of course, must understand and also research, do observation to an object. In the past, we told the student about the object, for example, this was a glass. It was made of glass, etc. today is not like yesterday. Student will learn about household or anything else, please observed it, what is name, what is it made of?)

From the needed of knowledge aspect to measure the intelligence of the student, there are several activities as role applied. For example daily examinations in order to assess students' understand the learning material every day. In line with that, examination also can be done in the end of each chapter. The others examination related to this activity can be mid-terms test, and final examination.

P : Kegiatan untuk mengukur aspek pengetahuan?

(Activities to measure knowledge aspect?)

R1 : Ulangan. Misalkan setiap chapter itu diakhir itu nanti diadakan latihan dan ulangan seperti itu.

(Examination. For example, each chapter will be finished by exercises or exam, just like that.)

R2 : Penting mbak karena kita tahu waktu Ulangan Harian, Ulangan Mid Semester, ulangan Semesteran itukan dari pengetahuan itu mbak.

(Yes it is. We know it from daily test or middle exam test, final exam. It is knowledge skill.)

Curriculum 2013 also develops what is called Attitude Aspect in the evaluation system. It emphasizes on feeling and emotion. Attitude aspect as a part of learning is to reflection understanding and advantages learners individually. These part divides in to two; social attitude and spiritual attitude which is spiritual attitude is the relation between individual and God, social attitude including 7 aspect. They are Honest, Discipline, Responsibility, Tolerance, Cooperate, Respect, and Confidence.

P : Kan dalam kurikulum 2013 itu ka nada 3 kompetensi ya pak. Yaitu kompetensi sikap, kompetensi pengetahuan, dan kompetensi ketrampilan. E... menurut bapak itu apa sih pak tujuhnya diadakan apa tentang kompetensi sikap itu atau penilaian kompetensi sikap?

(What about in curriculum 2013, sir? There are three competences; they are attitude competence, knowledge competence, and skill competence. In your opinion, sir, what is the objectives f attitude competence or competence assessment?

R : Sikap dan spiritual KI-1 dan KI-2. Spiritual itu berhubungan dengan Tuhan. Bersyukur kepada Tuhan bisa mempelajari bahasa inggris. Kemudian KI-2 itu dengan social seperti gotong royong, kejujuran, sikap kedisiplinan dan lain sebagainya ada 7 sikap. KI-3 itu tentang pengetahuan itu mengamati apa yang diberikan entah apaitu wujudnya. Yaitu tulis maupun teks ataupun gambar, kemudian anak itu timbul satu pertanyaan sehingga didalam associating atau pengumpulan informasi itu anak sudah semakin jelas dan di terapkan dalam yaitu communicatingnya ketrampilan.

(Attitude and spiritual competence included in KI-1 and KI-2. Spiritual has related to God. Thanks God for learning English. And then, KI-2 has related with social life, like cooperation or working together, honesty, discipline etc. they are about 7 aspects. KI-3 is about knowledge. They observe what they get, written or texts, or pictures, and student feel anxious, and

asking)

In the language of teaching and learning, the other aspect which is developed in Curriculum 2013 is Skill Aspect. It concerns motor skill. It means that Skill dimension for every education level is the graduation having thinking of qualification and action to be effective and creative. By that the teacher can understand student talent and interest. It is stated in the following statement:

P : Trus kemudian untuk apa itu buk aspek ketrampilan? Itu untuk ibuk secara umum tujuanya untuk apa?

(And then, what is the skill aspect for? What is generally the goal of skill aspect?

R : E... memotivasi siswa agar bisa ini apa namanya... mengembangkan bakat dan minat siswa.

(Mmm...motivate students to be able to ...what its namedevelop is their talent and interest.)

From the finding above about the focus of the evaluation system based on Curriculum 2013, we can see that Curriculum 2013 emphasis Attitude and Skill Aspect within the Knowledge Aspect, which somehow need to be care out by the assessment process.

b. The Technique of Assessing

Curriculum develops Classroom Based Assessment with the Authentic Assessment Approach. It assessed the student readiness, process, and the

result of learning completely. It is put the main component input- process- output within.

The Authentic Assessment Approach has similar relevancy with Scientific Approach in the learning process with the demand of Curriculum 2013. Because this assessment likely can drawing the improvement student result in observing, questioning, associating, experimenting, and networking.

P : Trus menurut bapak kenapa sih masih perlu ada penilaian ketrampilan pak? Tujuannya apa pak?

(Then, what is your opinion, sir. Why does it still need skill assessment, sir? What are the goals?)

R : Tujuannya ya untuk mengetahui sejauh mana anak- anak itu memahami suatu apa itu namanya... materi setelah memahami maka itu perlu di praktekan. Baik itu tulis maupun di apanamanya.. membaca atau di paparkan di papan tulis.

(The objectives are to find out the student in understanding the ... what is name ... materials after understand it, they need to practice it, both writing or what we callreading or write it down in the white board.)

P : Di dalam ketrampilan itu yang dinilai apa saja tadi pak?

(In the skill aspect, Sir, what are being assessed, sir?)

R : Penilaian untuk ketrampilan yaitu ada praktik, portofolio, project.

(The assessments for skill aspect are practice, portofolio and project.)

P : Cara menilainya bagaimana?

(How to assess it?)

R : Kalau praktik ya langsung apayang dilihat yang di praktikan atau di tampilkan. Kemudian kalau portofolio itu anak- anak diberi yaitu tugas secara berkala nanti dikumpulkan nanti di teliti oleh bapak ibu guru. Kalau masih ada kekurangan itu tetep di nilai kemudian ada pembetulan-pembetulan dikembalikan nanti beberapa hari itu di kumpulkan lagi nanti diteliti kembali kalau memang masih ada yang belum tepat. Jadi bapak atau ibu guru atau saya sudah memberikan coretan atau tanda- tanda supaya untuk dibenarkan sesuai dengan struktur kalimat yang benar.

(For practice task, what we see who they practice or show up, and then if it is portofolio, students are given duties periodically, and submitted, corrected by the teachers. If there are still any mistakes, it keeps assessing then there are some corrections from the teachers and then give it back to students in few days, and then submitted once more time, corrected again by the teacher if there are any mistakes anymore. So teachers or I have given correcting mark or signs to be repair with the proper pattern.

Move to the Attitude assessment. Curriculum 2013 divides Attitude competence in two; spiritual attitude and social attitude. The way to assess the following attitude can be trough observation, self assessment, colleague assessment and journal during the teaching and learning process is running.

P : Dalam e... penilaian sikap itu tadi tho pak bagaimana cara menilainya pak?

(In ... E... attitude assessment. How to assess it sir?)s

R : Cara penilaiannya ya bersama- sama dengan apa namanya ... pembelajarannya itu misalnya anak- anak harus dibentuk yaitu kelompok- kelompok apa namanya itu... kerjasamanya bagaimana? Kemudian sebelum melakukan sesuatu itu seharusnya diawali dengan doa supaya pikirannya itu lebih jernih untuk menerima apa yang dipelajari itu. Kemudian untuk sikapnya yaitu sikap social dan sebagainya itu kan hubungannya dengan teman sejawat istilahnya. Karena penilaian sikap itu ada atau KI-1, KI- 2 itu ada apa itu namanya... ka nada 4; penilaian diri, observasi, jurnal, dan penilaian antar teman atau teman sejawat.

(How to assess it, it is together with.. what its name ...its learning process. For example, students make a group... what its name ... how do they work together? Before doing something, it should be started with praying, in order to make her feeling fresh to get the learning materials. Then, their attitudes, social attitude and the other things have relation with colleague or classmate. Because attitude assessment is in KI-1, KI-2 there is a..... what its namethere are four assessments: self assessment, observation, journal, and colleague or classmate assessment.)

In line with previous aspect, Knowledge aspect can be assessed through written text it can be question and answer, multiple choices, and essay. Spoken text it can be assessed through question and answer orally. Then, Duty it can be homework, individually project or in group. It is supported by statements:

P : Bagaimana cara mengukur aspek pengetahuan?

(How to measure knowledge aspect?)

R1 : Ulangan. Misalkan setiap chapter itu diakhir itu nanti diadakan latihan dan ulangan seperti itu.

(Exam. For example, each chapter will be finished by exercise)

or exam, ust like that.)

R2 : Ulangan harian, tugas dirumah, Pekerjaan rumah, Mid Semester, Ulangan Semesteran.

(Daily test, homework, duties, mid semester test, final exam/ test)

R3 : Tes lisan. Tes tulis dan tes lisan. Misalnya itu ada pilihan ganda, melengkapi dan uraian. Biasanya kalau pilihan ganda itu skornya kalau pernomer itu 1 atau 10. Lha nanti tinggal berapa nomor dikalikan dan itu skor maksimal. Kemudian kalau isian itu ada 2, skornya 2 kalau benar itu 2, kalau kurang tepat atau kurang benar itu diberi skor 1, asal menjawab itu setengah. Kalau tidak menjawab ya nol.

(Spoken test. Written test and spoken test For example, there is a multiple choice, and essay, multiple choice are usually scored 1 to 10 every number. Then how many question in multiple choice are time and that is a maximum score. If there as 2 essay, we score 2 if their answer are right, if it is false, we score 1, if the answer are a minimal effort. We scored a half. If they do not answer, they got zero.)

From the explanation above, it can be conclude that SMP N 2 WEDI and SMPPGRI 18 Kebonarum have been implementing Authentic assessment approach as the basis of the evaluation system. It done to gain information about the student achievement trough comprehensive way to assess from input, process, and output which cover attitude, knowledge, and skill aspects. Authentic assessment has similarity with scientific approach because these approach capable drawing the improvement students' learning results. The result of authentic assessment approach can be used by teacher to propose remedial, enrichment, or counseling service.

Besides that, the authentic learning result can be used to repair learning processes that fulfill Educational Assessment Standard.

c. Report

At the end of semester, the teachers write reports on their students' achievements. The report give clear explanation related student has done during one semester including attitude, knowledge, and skill aspects. It is supported the statement:

P : Iya.. inikan pak, dalam kurikulum 2013 itukan raportnya baru. Untuk pelaporanya itu bagaimana pak hasil belajar siswa ke orang tua?

(Yes, like this sir, in curriculum 2013, the report book is new. How is the learning report to student parents?)

R : Laporanya ya dalam bentuk ya buku laporan nilai itu. Laporanya meliputi nama anak kemudian nilai pengetahuan, nilai ketrampilan, dan nilai sikap. Sikap ada di belakang.

(The report is using report book. The report include student name, knowledge score, skill score, and attitude score, attitude score is in the back of the report.)

Assessment of Educational Standard also stated that report of student achievement can be in the form of:

1. Score and description of competence achievement for the result of knowledge and skill competences including in learning result of thematic integrated assessment.
2. Attitude description is giving for the result of spiritual and social attitude competence of assessment.
3. The assessment by the teachers as whole reported to parents in the form of Student of Achievement of Competence report.

In Curriculum 2013, there is no ranking given by the teacher in the report. It means that student achievement is measured and reported based on achieved competencies but not based on the comparison of student achievement with other. Report like this may as a lead to future improvement progress.

B. DISCUSSION

Transformation of evaluation is essential to the transformation of curriculum. The Curriculum 2013 uses various ways of evaluating students' achievement during teaching and learning process. The evaluation system Curriculum 2013 is the move away from sitting in judgment on the students, to finding and researching creative and authentic ways to make their development as the primary focus of the assessment process. With consequent, it demands teachers as a key factor of the success of curriculum implementation to be familiar with such new method of evaluation. In fact,

The evaluation system is done in order to obtain information about students' learning achievement. It is used as a diagnosis and prescription in guiding students and deciding what action should be taken in order to increase the students' competence SMP N 2 WEDI and SMP PGRI 18 Kenonarum do the assessment of the students' achievement holistically as Curriculum 2013 demands, meaning that it assesses all targeted competencies that students learn. This assessment assesses students' achievement not only in knowledge aspect but also in attitude and skill.

It is found that the implementation of the evaluation system based on Curriculum 2013 at *SMP N 2 WEDI* and *SMP PGRI 18* Kebonarum includes the focus of evaluation, the techniques of assessing, and report.

In reference to the focus of evaluation, Curriculum 2013 concerns all aspect of learning Knowledge, Attitude, and Skill. The concept of the evaluation based on Curriculum 2013 holds rich potential for teachers because it show high-order creative and critical thinking and because it embraces not only cognitive outcomes but affective and behavioral outcomes as well. It puts the student more in control of his/her own learning. It moves the very nature of the classroom process towards the full development of learner potential. Thus, a theory can be drawn is that the evaluation system of Curriculum 2013 is developed to suppose the students to be able to fulfill three performance criteria; those are knowledge understandings, appropriate attitudes and

behaviors, and skills which are believed to be necessary to facilitate intellectual, social emotion, and physical growth of students.

SMP N 2 WEDI and SMPPGRI 18 Kebonarum have been implementing Authentic assessment approach as the basis of the evaluation system. It done to gain information about the student achievement trough comprehensive way to assess from input, process, and output which cover attitude, knowledge, and skill aspects. Authentic assessment has similarity with scientific approach because these approach capable drawing the improvement students' learning results. The result of authentic assessment approach can be used by teacher to propose remedial, enrichment, or counseling service. Besides that, the authentic learning result can be used to repair learning processes that fulfill Educational Assessment Standard.

From the obtained data, it can be concluded that the process of Classroom-Based Assessment using Continuous Assessment approach aims to treat the students to work to communicate something of importance to themselves, rather than mainly to an authority figure. They begin to do their work, not the teacher. The focus of the evaluation shifts more to the students. It can be obtained when a learning community develops. It is in accordance whit the criteria of integrated evaluation, meaning that it uses various methods and techniques which are in line the objectives, teaching and learning process, and student's learning experience as well.

The report give clear explanation related student has done during one semester including attitude, knowledge, and skill aspects. In Curriculum 2013, there is no ranking given by the teacher in the report. It means that student achievement is measured and reported based on achieved competencies but not based on the comparison of student achievement with other. Report like this may as a lead to future improvement progress.

Based on the descriptions above, it can be concluded that SMP N 2 WEDI and SMP PGRI 18 Kebonarum have been implementing the evaluation system based on Curriculum 2013 appropriately as Curriculum 2013 demands.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter deals with three parts namely conclusions, suggestions, and implications. The first part presents the conclusions derived from the study. The third part presents the implications. The third part presents the suggestions intended for the teacher, the students, and further researchers.

A. Conclusion

On the basis of the findings and discussions, the following conclusions are drawn.

1. Most of the English Teacher of SMP N 2 WEDI and SMP PGRI 18 Kebonarum who are teaching classes using Curriculum 2013 have good understanding of the evaluation system based on Curriculum 2013. However, still have some difficulties it because the Curriculum still new not long have been applied. They still face some problem related the new curriculum which have many role and instruments to be applied.
2. Based on the criteria of evaluation system using Curriculum 2013 that should be done learning completely, authentically, continuously, use various technique, and base on criteria reference, the implementation of the evaluation system based on Curriculum 2013 has been done appropriately.
3. SMP N 2 WEDI and SMP PGRI 18 Kebonarum do the assessment of the student authentically as Curriculum 2013 demands, meaning that it assesses

all targeted competencies that students learn. This assessment assesses student students' achievements not only in knowledge aspect but also in attitude and skill aspects.

a. Attitude Aspect

Attitude aspect emphasizes feeling and emotion. Attitude such a feeling that having preference to respond something or object. Attitude is as value of expression or way of life which is had by someone.

b. Knowledge Aspect

The Achievement of assess on knowledge competence as a part of education assessment. Curriculum 2013 still emphasis on the importance of knowledge aspect because it is a basic concept to be able to do something and it also relates to the final exam which place emphasis on the knowledge aspect.

d. Skill Aspect

Skill aspect focuses on motor skill. Skill assessments which is for students are to measure how far students' skill at school. It covers a lot of activities such as trying doing something, making something, counting, drawing, speaking, performing, serving, and thinking, etc.

4. SMP N 2 WEDI and SMP PGRI 18 Kebonarum used the Classroom-Based assessment with the authentic assessment approach. It is done to gain information about the student achievement trough comprehensive way to assess from input, process, and output which cover attitude,

knowledge, and skill aspects. Authentic assessment has similarity with scientific approach because these approach capable drawing the improvement students' learning results. The result of authentic assessment approach can be used by teacher to propose remedial, enrichment, or counseling service. Besides that, the authentic learning result can be used to repair learning processes that fulfill Educational Assessment Standard.

5. The report give clear explanation related student has done during one semester including attitude, knowledge, and skill aspects. In Curriculum 2013 there is no ranking given by the teacher in the report. It means that student achievement is measured and reported based on achieved competencies but not based on the comparison of student achievement with other. Report like this may as a lead to future improvement progress.

B. Implication

Based on the research finding, the implication is derived. This research finds that the implementation of the Curriculum 2013 in Indonesia gives new chances for better result in education than before. At the same time, there are some possible challenges that may be faced by the teachers. The implementations of various teaching and learning methods based on Curriculum 2013 are the various ways of evaluating students' achievement during teaching and learning process. The emphasis is on the process of evaluation. The evaluation system based on Curriculum 2013 is

moving away from conventional approach to assessment toward alternative means of determining what learners know and can do.

C. Suggestions

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning in junior high schools. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process. The second is for Curriculum Designers and the Government who create the changes of New Curriculum. The third is for the parents which support the way of implementing new Curriculum. The last is for further researchers which can be done related to this study, particularly in the area of Implementation Curriculum 2013.

1. For English Teacher

The evaluation system is important step of deciding the success of teaching and learning process. It concerns the achievement. Therefore, the teacher as assessor have to be able to implement it based on the curriculum appropriately. The teacher should establish a good communication with students and other stakeholders in the process of evaluation.

2. For the Curriculum Designers and the Government.

The Curriculum designers should gain insights about the quality of the program when it is implemented in order to make evaluation. It is done to find out what is working well, and what is not, and what problems need to be addressed. Information collected during the process of evaluation is used to

reveal problems that have been identified and to improve the delivery of the program. Then, it should be supported by the government as the facilitator of the new curriculum.

The government should provide the schools with facilities and funds to support the program implementation. They also have to organize workshops and seminars on the curriculum implementation. They have to evaluate the program continuously.

3. For the Parents.

Parents should be realize that students who get poor grades in English do not mean that they are not clever, because there many influencing factors. Therefore, it is wise not to be blaming them and the teacher. Parent should give suggestion and motivation to them.

4. For Other Researcher.

This research only explores the implementation of the evaluation of the evaluation system based on Curriculum 2013. It challenges other researchers who are excited to investigate other aspect of the implementation of Curriculum 2013 and its revision, for example designing materials based on Curriculum 2013, the constraints of the implementation of Curriculum 2013, the effectiveness of the implementation Curriculum 2013, etc.

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APPENDICES

1

FIELD NOTES

FIELD NOTES

Observation I

Day/Date : Friday, August 7th, 2015

Time : 08.00 a.m. – 11.00 a.m.

1. *SMP N 2 Wedi dan SMP PGRI 18 Kebonarum terletak dalam satu kabupaten Klaten. Letaknya tidak saling berdekatan. Namun sekolahan ini sama- sama disebut sebagai sekolahan pinggiran. Karena kawasan sekolahan ini tidak berada didalam pusat kota. Kedua sekolahan ini tidak banyak dilewati alat transportasi, karena posisinya yang agak menjorok kedalam perkampungan. Mayoritas guru dan siswanya menuju sekolah dengan berjalan kaki, naik sepeda dan naik sepeda motor.*

(SMP N 2 Wedi and SMP PGRI 18 Kebonarum is located in Klaten district which closed each other, however, most people call them as frontier schools, because school area are not in the city, they are in the edge of the city, not many public transport pass by, because of its location in the village. Most of the teachers and students go to school by motorcycle and on foot.)

2. *SMP N 2 Wedi terletak di Desa Pasung, Kecamatan Wedi, Kabupaten Klaten. Bangunan sekolahnya menghadap ke utara. Meskipun berasal dari bangunan tua, setelah dilakukan beberapa kali pemugaran, bangunanya tampak lebih baru dan lingkunganya tampak teduh dan sejuk. Tanaman pokok dan tanaman bunganya tertata rapi di halaman luar dan dalam sekolah menambah suasana kerapihan dan kenyamanan. Ruang kepala sekolah, ruang wakil kepala sekolah, ruang guru dan TU berada di barisan paling depan dari sekolah. Ruangan- ruangan ini membelakangi halaman depan dan lapangan basket. Keadaan ruang kelas cukup kondusif untuk kegiatan belajar-mengajar. SMP N 2 Wedi juga memiliki perpustakaan, laboratorium, masjid, dan kantin didalamnya.*

(SMP N 2 Wedi is located in Pasung, Wedi, Klaten. The building is faced to the north. Although the school building is old, they have been built for some

times, its building looks newer and its surrounding looks shady. The garden looks tidy outside, and makes the school more comfortable for learning. Head master room, all vice headmaster room, teacher office, and administrative office are in the front building. Classrooms are conducive for learning. SMP N 2 Wedi also has library, laboratory, mosque, and cafeteria inside.)

3. *SMP PGRI 18Kebonarum terletak di jalan Mpu Sedah, Gatak Sumberejo, Klaten Selatan, Kabupaten Klaten. Secara resmi sekolah tersebut menghadap kebarat namun sebagian besar dari bangunanya menghadap ke selatan.Karena pada mulanya berasal dari beberapa kavling persawahan yang dileburkan menjadi satu memanjang lurus kebelakang. Ruang kepala sekolah, rusng wakil kepala sekolah, ruang TU dan ruang guru berada di barisan paling muka setelah tempat parkir guru dan karyawan. Kondisi ini memungkinkan siswa melewati depan ruang guru untuk menyapa bapak ibu guru ketika datang dan waktu pulang.*

(SMP PGRI 18 Kebonarum is located in Jl. Empu Sedah, Gatak, Sumberejo, Klaten selatan. School is faced to west, but all the building are faced to south. It because build from rice field block which is...became one place straight to behind. Headmaster room, vice headmaster room, administrative office, and teachers office is in the front of the building after the teacher and employee parking area. It possible the student walks through the front of teachers' office to greet the teacher when they arrive and left the school.)

4. *Siswa- siswa SMP N 2 Wedi sebagian berasal dari daerah sekitar dan umumnya berasal dari pelosok desa dan pegunungan. SMP N 2 Wedi meskipun bukan termasuk SMP favorit tapi merupakan sekolah terkenal dan di jadikan sekolah yang di harapkan di daerah sekitarnya. Sekolah ini memiliki 23 rombongan belajar pada saat ini dan kurang lebih sekita 50 tenaga pendidik dan pegawai Tata Usaha.*

(Most student of SMP N 2 WEDI comes from the neighboring area of villages and mountain. Although, SMP N 2 WEDI not including as a favorite school bus it is as a famous school as a reference over there. In this school have 23 classes and about 50 teacher and administrative employer.)

5. *Siswa- siswa SMP PGRI 18 Kebonarum sebagian berasal dari daerah setempat dan juga anak didik yang tidak di terima disekolah negeri yang favorit maupun tidak. Sekolah ini agak tertinggal dibelakang dalam hal*

jumlah peserta didik/rombongan belajar dikarenakan di sekolah negeri sekitar membuka rombongan belajar melebihi kuota yang ditentukan dari dinas P dan K. Guru dan Karyawanya pun tidak banyak seperti sekolah negeri lainnya. Peserta didik di sekolah ini mayoritas berasal dari keluarga yang pendapatn ekonominya lemah.

(Most student of SMP PGRI 18 Kebonarum comes from the neighboring area. It is also a school who accepted student from rest student which is not accepted from private school. This school is lack of students because the private school accepted new student over capacity which is states by Education and Culture Department. The teacher is not much as others school. The student in this school also comes from the low grade incomes family.)

Observation II

Day/Date : Tuesday, August 11, 2015

Place : SMP PGRI 18 Kebonarum

Time : 10.00 a.m.

Penilaian berdasarkan Kurikulum 2013 tidak hanya dilakukan didalam kelas. Diluar kelas pun para guru menilai. Hal ini tampak pada percakapan antara siswa dengan guru. Guru bahasa daerah berbicara kepada muridnya menggunakan bahasa daerah. Siswa bertanya kepada salah seorang guru menggunakan bahasa Jawa: "Kulo nuwun pak, ajeng kepanggih pak Harno?". Guru bahasa Jawa tersebut menjawab: "Pak harno nembe tindhak Klaten, dientosi sekedhap". Siswa menjawab: "Nggih pak, matur suwun". Guru bahasa inggrispun mencoba kepada siswa untuk bertanya menggunakan bahasa inggris: "Andy what are you doing?". Dengan malu-malu menjawab: "Aduh bapak... I want to meet Mr. Ngadiman". Guru bahasa inggrispun menjawab: "He is on the Headmaster office, yo may go there". Siswa menjawab: "Thank you, sir". Dengan begitu menunjukan bahwa penilaian sikap bisa dilakukan didalam dan luar kelas. Kesopanan dan tingkah lakunya sesuai atau tidak. Disamping itu penilaian aspek ketrampilanya juga ada. Apakah siswa berani menjawab pertanyaan dalam bahasa selain bahasa Indonesia pun mampu menjawab.

(The assessment system based on Curriculum 2013 not only done in the classroom but also it happens outside the classroom. It can be seen from the dialogue between students with the teacher. The teacher of Javanese language said to his student using Javanese. A student asking to the teacher: "*Kulonuwun pak, ajeng kepanggih pak harno?*" (Excuse me, may I can meet Mr. Harno?). The teacher answered: "*Pak harno nembe tindhak Klaten, dientosi sekedhap*" ("Mr. Harno is go to Klaten, wait just a moment."). students answer: "*Nggih pak, matur suwun.*" ("Yes, Sir, thank you"). It is also done by English teacher. He tries to ask his student in English. "Andy, what are you doing?" With the shame face he answers: "Aduh, Sir... I want to meet Mr. Ngadiman." The English teacher said: "He is on the Headmaster office, you may go there". The student answer:"Thank you, sir". By that it shows that Attitude assessment can do inside and outside the classroom. The attitude is appropriate or not. Beside that Skill assessment also appears. Is the student being brave to answer the question or not, however it is not in Indonesian).

Observation III

Day/Date : Monday, August 10, 2015

Place : SMP N 2 Wedi

Time : 10.00 a.m.

Pada saat peneliti melakukan observation, ada pemandangan yang unik di sekolahan. Yaitu siswa yang mengendarai sepeda ketika sampai di depan pintu gerbang sekolah langsung berhenti dan turun. Kemudian sepeda tersebut di tuntun melewati halaman depan, kantor guru dan kantor kepala sekolah. Siswa berhenti didepan kantor guru dan memarkirkan sebentar sepeda mereka. Siswa kemudian bersalaman kepada bapak ibuk yang berada di halaman depan. Ada juga siswa yang masuk kedalam ruang guru untuk bersalaman dan mengucapkan selamat pagi. Bagi siswa yang membawa telpon genggam mereka menaruh telpon genggam yang sudah di nonaktifkan kedalam boks yang sudah ditulisi nama kelas masing- masing. Siswa kemudian melanjutkan menuntun sepeda sampai ke tempat parker yang berada di ujung sekolahan. Hal ini berulang setiap berangkat dan pulang sekolah. Hal ini

menunjukkan dijalankannya pembelajaran sikap yang terpuji. Bisa diambil kesimpulan bahwa penilaian sikap social bisa dilakukan juga dalam keadaan ini. Sedangkan sikap spiritualnya bisa dilihat pada saat berdoa sebelum dan melakukan pelajaran atau ketika siswa sholat dhuha dan sholat dzuhur di mushola sekolah.

(When the researcher does her observation, there is a unique view in the school. Student who drive bicycle, put it off when they arrive in school gate. Then they take that bike trough the yard, teacher office, and Headmaster room. The student stopped in front of teachers' room and parked they bike a moment. Then the students "*salaman*" (handshake) with the teachers who stand by in front of the office. There is also student who comes in to the room to *salaman* and greet the teacher. Especially for the student who take mobile phone, they turns off and put their self phone in the box which is name suitable with their class. The student then continued their way to parking area in the end of the school building. This activities done every day in the morning and in the afternoon. It concludes that social attitude assessment can be done in this occasion. On the other hand spritual attitude assessment can see when the students begin and ending the lesson with the prayer, when they have Dhuha, and take a afternoon prayer in a school mosque.)

Observation IV

Day/Date : Monday, August 10, 2015

Place : SMP N 2 WEDI

Time : 01.20 p.m.

Guru memasuki kelas, menyapa siswa dengan bahasa inggris dan siswa pun menjawab dengan bahasa inggris yang baik pula. Guru juga menanyakan kelengkapan siswa. Siswa menjawab dengan lantang dan tegas. Setelah itu guru memberikan instruksi dalam bahasa inggris kemudian mengulanginya dalam bahasa Indonesia. Guru menanyakan apakah ada pekerjaan rumah. Siswa menjawab ada. Yaitu pekerjaan rumah untuk mempraktekan dialog secara berkelompok di depan kelas. Kelompok pertama maju kedepan kemudian setelah praktik guru memberikan oral feedback untuk mengulang kembali dialog tersebut dirumah agar pengucapanya lebih lancar.

Berlanjut ke kelompok berikutnya dan gurur pun memberikan oral feedback yang sama. Setelah praktik selesai guru menanyakan kepada eluruh siswa apakah ada pertanyaan tentang pelajaran yang telah dilalui. Disamping itu guru juga menerangkan tentang istilah- istilah yang masih sulit dipahami oleh siswa yng berada didalam dialog. Dalam feedback tersebut guru menjelaskan juga tentang penggunaan grmer apasaja yang ada did ala dialog tersebut.

Guru mengajar menggunakan buku guru dan buku siswa yang telah disediakan dan di gunakan di seluruh sekolahan jenjang SMP.

Guru menginstruksikan pada siswa untuk membuat kelompok kecil yang berisi 4 siswa kemudian belajar membuat dialog berdasarkan kisi- kisi yang ada di dalam buku paket, kemudian dipraktikan maju kedepan kelas.

Diakhir pelajaran guru memberikan pekerjaan rumah sesuai dengan materi terkait. Guru memberikan kesempatan sisw untuk menanyakan apabila ada kurang kejelasan tentang pekerjaan rumah tersebut.

(Teacher come in to the class, greet the student in English and the student also answer English correctly. The teacher asked the class completeness. The students answer loudly. After that the teacher gives instructions to the students in English and then repeats it in Indonesian. The teacher asked is there any homework or not. The student answer that they have homework.)

Observation V

Day/Date : Monday, August 10, 2015

Place : SMP N 2 WEDI

Time :09.45 a.m.

Guru masuk kedalam kelas kemudian menyiapkan kondisi belajar didalam kelas. Kemudian guru menyapa anak didik dengan bahasi inggris yang dilagukan dan

anak didik menjawab dengan lagu juga dan dengan pengucapan yang baik dan benar juga. “

Teacher : “Good morning, good morning. How are you?”

Students : “Good morning, good morning. I’m fine and you?”

Teacher : “I’m fine too.”

Kemudian guru menagih pekerjaan rumah yang sudah dijanjikan: “Is there any home work everyone? The student answer: “Yes Mom”. Guru memanggil nama siswa satu per satu untuk maju kedepan dan menunjukan pekerjaan rumahnya. Dalam kesempatan tersebut gurumemberikan nilai dan feedback langsung dari hasil pekerjaan rumah tersebut.

Kemudian guru menginstruksikan kepada siswa untuk membuka dan melihat halaman tertentu dalam buku paket dan kemudian menyuruh siswa untuk mengamati ada apa saja dalam halaman tersebut. Setelah beberapa lalu guru bertanya ada gambar apa didalam halaman buku paket tersebut. Siswa menjawab bahwa ada gambar kalender dalam buku tersebut. Kemudian guru menanyakan kembali dalam kalender tersebut ada apa saja. Siswa menjawab bahwa ada tulisan nama tahun, nama bulan, nama hari, dan angka.

Di kesempatan berikutnya guru bertanya apakah waktu dulu di Sekolah Dasar pernah mendengar tentang nama- nama itu. Kemudian siswa mulai mengingat dan menjawab bahwa dulu pernah belajar tentang days and month. Ketika ada kesalahan dalam siswa menjawab guru bisa sambil membetulkan sedikit- sedikit kesalahan yang diucapkan siswa dan mengajak siswa mengucapkan kembali dengan pengucapan yang benar secara bersama-sama.

Selang beberapa saat guru kemudian menuliskan sebuah tulisan “ Thurshday, Augustust 20th, 2015”. Kemudian siswa mengamati kemudian menjawab itu adalah penulisan hari tangal dan bulan dalam bahasa inggris. Dari situlah kemudian guru mengarahkan siswa untu menulis seperti apa yang ada di contoh kemudian membuatnya sendiri- sendiri dalam situasi hari yang berbeda. Di sampan itu kemudian guru juga menjelaskan tentang cardinal umber and ordinal number.

Setelah aktivitas tersebut selesai dan siswamampu menuliskanya danmamp enyebutkanya dengan benar, guru memberikan pekerjaan rumah dengan alas an untuk

menguatkan apa yang tadi sudah dipelajari di sekolahan. Jam pelajaran bahasa inggris pun berakhir dan diganti dengan mata pelajaran yang lainnya.

Observation VI

Day/Date : Monday, August 10, 2015

Place : SMP N 2 Wedi

Time : 11.30 a.m.

Guru dan peneliti masuk kedalam kelas. Guru mengucapkan salam kepada siswa dalam bahasa inggris. Siswa menjawab dan mengikuti dalam bahasa inggris juga dengan bahasa yang baik dan benar. Keadaan ini adalah keadaan dimana siswa sudah siap untu belajar.

Kegiatan kedua, guru menginstruksikan siswa untuk menulis 100 nama binatang dalam bahasa inggris. Siswa bergegas untuk menuliskan nama- nama binatang tersebut. Setelah siswa sudah selesai menuliskanya, guru memberikan perintah untuk mengelompokan nama- nama binatang tersebut sesuai tempat tinggal atau habitatnya.

Kegiatan ketiga, guru memberikan instruksi kepada siswa untuk menulis nama- nama tumbuhan, dan kemudian mengelompokanya sesuia habitat dan sesuai jenisnya. Setelah selesai menuliskan keduanya guru menanyak kepada siswa, masuk kedalam apakah tumbuhan dan binatang tersebut. Siswa bersama- sama menjawab tentang flora dan fauna. Kemudian guru menanyakan dimanakah biasanya mereka bisa menjumpai flora dan fauna secara lengkap dan siswa-siswa pun menjawab di kebun binatang. Lalu guru menjelaskan bahwa tema pelajran utuk hari ini adalah “Zoo”.

Setelah mengetahui bahwa mereka belajar tentang “Zoo”, guru meminta siswa untuk mendiskripsikan tentang “Zoo” berdasarkan dari nama- nama binatang dan tumbuhan yang sudah ditulis di awal pelajaran. Siswa mulai menuliskan kegiatan binatang dan tumbuhan yang dirawat di kebun binatang dengan baik. Beberapa kali terdengn suara siswa bertanya kepada gurunya untuk kata kerja- kata kerja yang dilakukan binatang kepada gurunya, kemudian guru menjelaskan beberapa contoh. Siswa memperhatikan dengan seksama kemudian kembali bekerja,

Waktu pelajaran pun usai, siswa mengumpulkan hasil tulisan mereka tentang “Zoo” kepada guru dan hasilnya akan di bagikan di pertemuan berikutnya. Guru menyuruh siswa- siwa untuk berkemas- kemas. Salah satu anak menyiapkan kondisi kelas dengan bahasa inggris: “Let’s pray together. Pray start.Finish”. Guru mengucapkan perpisahan: “Good afternoon class”. Siswa menjawab: “Good afternoon mom”.

Observation VII

Day/Date : Monday, August 10, 2015

Place : SMP PGRI 18 Kebonarum.

Time : 07.15 a.m.

Guru dan peneliti masuk kedalam kelas. Salah satu siswa berdiri dan menyiapkan keadaan kelas untu bersama- sama berdoa. “Before we start the class, let’s pray together. Pray start. Amin.”. kemudian siswa duduk kembali. Setelah itu guru menyapa siswa dengan greeting dalam bahasa inngris. Siswa kemudian juga menjawab dalam bahasa inggris yang baik dan benar.

Selanjutnya guru mengatakan kepada siswa: “Today we will discuss about? Kemudian siswa- siswa mengamati dalam buku masing-masing dan saat itu juga bisa menjawab: “Today we will learn about Congratulation”. Guru kemudian mengajak siswa mengamati bersama ungkapan- ungkapan yang digunakan dalam menyampaikan “Congratulation”. Kemudian siswa secara bersama- sama mengungkap ungkapan yang digunakan tersebut.

Setelah siswa bisa mengungkapkan ungkapan- ungkapan yang berkaitan dengan”Congratulaion”tersebut. Siswa mulai mengamati contoh- contoh yang berada didalam buku paket dan bisa menjawab apayang ditanyakan oleh guru. Selanjutnya siswa mampu melengkapi bermacam- macam kompetensi yang berkaitan dengan “Conratulation”sesuai yang diharapkan.

Dari berbagai aktifitas yang sudah berlangsung siswa mulai mampu mengumpulkan sebuah informasi dari apa yang dipelajari dan bisa menempatkan ungkapan –ungkapan yang benar kedalam konteks yang benar.

Diakhir pelajaran guru dan siswa sama –sama mereview apa yang ,telah dipelajari. Siswa bisa mengukur apa yang telah mereka pelajari. “ Hari ini kita telah bersama- sama mempelajari tentang “Congratulation”. Dari mempelajari ungkapan-ungkapan yang sering digunakan nanti siswa bisa menggunakan ungkapan tersebut dalam konteks dan situasi yang benar. Dari pelajaran ini siswa bisa mengukur, materi mana yang terasa mudah dan materi mana yang sulit. Kemudian guru membentangkan pekerjaan rumah sehubungan dengan materi yang dirasa masih agak sulit untuk menguatkan apa yang sudah dipelajari siswa disekolah.

2

INTERVIEW GUIDE

Interview Guide

- ***Pemahaman tentang Kurikulum 2013 (The Understanding of Curriculum 2013)***

1. *Bagaimana metode penilaian/evaluasi dalam Kurikulum 2013?*

(How is the assessment/ evaluation system based on Curriculum 2013?)

2. *Jelaskan tentang peran dan tanggung jawab guru dalam proses penilaian sesuai dengan Kurikulum 2013!*

(Explain the role and the responsibility of a teacher in the assessment process based on Curriculum 2013!)

3. *Apakah rambu- rambu tentang penilaian hasil belajar Kurikulum 2013 cukup mudah dipahami?*

(Are the directions of the evaluation of the students' achievement easy to be understood?)

4. *Jelaskan langkah- langkah pengembangan evaluasi hasil belajar berdasarkan rambu-rambu tersebut?*

(Explain the steps of development evaluations students achievement based on Curriculum 2013)

5. *Sistem penilaian Kurikulum 2013 disebut juga sistem pengujian. Apa manfaat hasil pengujian? System pengujian seperti apa yang dikembangkan dalam Kurikulum 2013?*

(The evaluation system based on Curriculum 2013 is also called examination system. What are the advantages of such system? What kind of examination system is developed in Curriculum 2013?)

6. *Jelaskan tentang prosedur penilaian kelas berdasarkan Kurikulum 2013!*

(Explain the procedures of the classroom assessment based on Curriculum 2013!)

7. *Kompetensi apa saja yang dikembangkan dalam pengajaran bahasa Inggris sebagai focus penilaian?*

(What kinds of competencies are developed in English teaching and learning as the focus of assessment?)

8. *Jelaskan tentang pengembangan sistem penilaian yang sesuai dengan kompetensi- kompetensi yang ditargetkan!*

(Explain the development of assessment system which is in accordance with the targeted competencies!)

9. *Jelaskan tentang instrument penilaian serta penskoranya!*

(Explain the assessment instruments and the process of scoring!)

10. *Jelaskan system pelaporan hasil belajar siswa!*

(Explain the reports of students' achievement!)

- ***Aspek Penilaian Sikap (Attitude Assessment Aspect)***

1. *Jelaskan tujuan pengukuran aspek penilaian sikap!*

(Explain the purpose of the attitude measurement!)

2. *Aspek- aspek apa saja yang dinilai dalam penilaian sikap?*

(What aspects are assessed in attitude test?)

3. *Bagaimana cara penilaian aspek sikap?*

(How is the assessment system of the attitude aspect?)

4. *Jelaskan tentang kriteria instrumen penilaian sikap!*

(Explain the criteria of attitude instrument!)

5. *Jelaskan tentang penyekoran penilaian sikap!*

(Explain the scoring of attitude of attitude measurement!)

6. *Bagaimana pelaporan hasil penilaian sikap?*

(How is the report of attitude measurement?)

- **Aspek penilaian ketrampilan (Skill Assessment Aspect)**

1. *Jelaskan tujuan pengukuran aspek penilaian ketrampilan!*
(Explain the purpose of skill measurement!)
2. *Kegiatan- kegiatan apa saja yang termasuk dalam penilaian aspek ketrampilan?*
(What kinds of activities are including in skill assessment?)
3. *Bagaimana sistem penilaian aspek ketrampilan?*
(How is the assessment system of the skill aspect?)
4. *Jelaskan tentang instrument penilaian aspek ketrampilan!*
(Explain the instruments of the skill aspect!)
5. *Jelaskan tentang penyekoran aspek ketrampilan!*
(Explain the scoring of the skill aspect!)
6. *Bagaimana pelaporan hasil penilaian ketrampilan?*
(How is the report of skill measurement?)

- **Aspek penilaian pengetahuan (Knowledge Assesment Aspect)**

1. *Mengapa Kurikulum 2013 masih menempatkan pentingnya aspek pengetahuan?*
(Why does Curriculum 2013 still emphasizing on the importance of knowledge aspect?)
2. *Kegiatan belajar seperti apa yang termasuk dalam aspek pengetahuan?*
(What kinds of activities are involved in knowledge aspect?)
3. *Jelaskan kisi- kisi pengujian pengetahuan!*
(Explain the grids of knowledge aspect!)
4. *Jelaskan kriteria- kriteria yang harus dipenuhi untuk menyusun alat uji yang baik dan dapat dipertanggungjawabkan sehubungan dengan aspek pengetahuan!*

(Explain the criteria which should be filled to construct the good instrument of knowledge aspect!)

5. *Jelaskan tentang prosedur pelaksanaan penelitian aspek pengetahuan!*

(Explain the procedures of the implementation of knowledge aspect!)

6. *Instrument apa saja yang digunakan untuk menguji aspek pengetahuan?*

(What kinds of instruments are used to measure knowledge aspect?)

7. *Bagaimana pelaporan hasil pengujian aspek pengetahuan?*

(How is the report of the knowledge measurement?)

3

INTERVIEW TRANSCRIPTS

Interview Transcripts

SMP N 2 WEDI

Interview I

Day/ Date : Monday, August 24, 2015

Time : 11:00:06 AM

Respondent : Mrs. Retno Tri Widaningsih, S.Pd.

Place : SMP N 2 WEDI

P : Selamat siang buk.

(Good afternoon, Mom)

R : Selamat siang.

(Good afternoon)

P : Untuk kurikulum 2013 apakah ibuk sudah pernah mengikuti pelatihan atau workshop tentang kurikulum 2013?

(In case of curriculum 2013, have you ever followed in training about curriculum 2013?)

R : Sudah satu tahun yang lalu.

(Yes, I have)

P : Oh nggih... Secara garis besar kurikulum 2013 itu menurut ibuk apa?

(Right! Generally, how do you think about Curriculum 2013?)

R : Itukan kurikulum baru, kurikulum 2013, menurut saya penyempurnaan dari KBK kemarin, eh... yg kemarin kan KTSP ya, tapi kalau ini lebih cenderung ke praktik banyak- banyak prakti, banyak- banyak tugas sedangkan yang kemarin teori. Kalau ini anak- anak harus bisa menemukan sendiri, memunculkan ide sendiri seperti itu.

(This is new curriculum, curriculum 2013, I think that it is the developing of KBK curriculum. The last curriculum is KTSP, isn't it? But this curriculum give more practices, more assignments, in KTSP, we learn theoretically. In Curriculum 2103, students must be able to find, and create their own ideas.)

P : Bisa gak ibu menjelaskan tentang evaluasi atau penilaian dalam kurikulum 2013?

(Can you tell me about the assessment in curriculum 2013)

R : Kalau kurikulum 2013 itu lebih rinci ada nilai pengetahuan ada nilai ketrampilan dan sikap. Kalau penilaian pengetahuannya biasanya kalau anak-anak itu nanti dari ulangan itu kalau nilai ketrampilannya bisa diambilkan dari tugas dan apa apa biasanya yaa tugas itu ada tugas praktik dan ada tugas tertulis.

(Assessment in curriculum 2013 is more detail than KTSP, there are attitude assessment, knowledge assessment, and skill assessment. Knowledge assessment is usually from daily exam, or final exam, and skill assessment is usually from practice somethings, such as report, project.)

P : Apakah rambu- rambu dalam penilaian kurikulum 2013 sudah cukup jelas atau bagaimana?

(Is the role of assessment in curriculum 2013 clear enough for you?)

R : kalau saya anu itu mbak,, belum memahami bener tentang oohh sebenarnya ini cara penilaiannya bagaimana itu belum begitu jelas, belum begitu apa? Nyinaoni lah istilahnya seperti itu.

(I am.. anot understand enough aboutHow is the assessment, how to do, is not clear enough. Not learn enough)

P : untuk pengembangannya bagaimana buk dalam setiap proes penilaiannya?

(To develop it, how do you do in each proccess?)

R : Kalau itu tergantung dari guru- gurunya masing- masing ya. Kalau saya yaa gimana yaa... eee... kalau saya sendiri oh... ini sudah saya kembangkan atau belum kan gak bisa eeee....kalau saya yaa nilainya kayak gini.

(It depends on teachers themselves. If I am...ya ...if I am....it has been developed or not, I don't know.. Eee...I think..This is the result..just like this)

P : Kalau dari aspek skill nya itu biasanya yang paling mudah dikembangkan skill apasih buk kalau bahas inggris? Kan ada speaking, ada writing, ada listening, ada reading gitu?

(base on the skill aspect, what is the easier skil to develop in English? Because there are peaking, writing, reading, and listening skill?)

R : Oh kalau saya writing mbak, kan kalau writing itu anak harus mikir dulu baru nulis gitu. Misalkan mengembangkan, misalkan disuruh nulis apa gitukan bisa mikir dulu. Kalau speaking anak- anak harus nulis dulu. Kalau disuruh ini misalkan lisan, langsung menjawab susah kalau anak- anak sini. Kalau yang lainnya saya gak tau ya.

(Ohh.. I writing first, miss, in writing skill, student must think first, than write their ideas. If we develop it, I order thm to write some things, they can think their ideas. If speaking skill, students must write to answer, if the answer orally, instantly, it is hard for our students. But I don't know with the others)

P : Jadi memang ini kompetensinya harus urut ya buk, integrated gitu. Misalkan ini writing dulu baru ke speaking, listening reading.

(So, it must be ordered, Mom. For example, writing skill first, next to speaking, listening and reading?)

R : Ho iya.

(Yes)

P : Kemudian untuk pelaporanya itu dalam kurikulum 2013?

(Then, how is the report in curriculum 2013)

R : Penilaiannya maksudnya?

(Do you mean the assessment report?)

P : Pelaporanya lebih susah atau bagaimana?

(The report is harder or what?)

R : Lebih rumit karena ka nada sendiri-sendiri. Kalau dulu kalau KTSP dulu itu kan satu nilai gak ada pengetahuan... ini campur jadi satu. Kalau sekarang kan pengetahuan sendiri, ketrampilan sendiri, trus sikap. Sikap itu kan ada percaya diri, kejujuran trus ada apa lagi...

(The report is more complicated, because it has an own assessment. If in KTSP, there is only one assessment, no knowledge assessment... to be one. Now, there are knowledge, Skill, and attitude assessment. Attitude assessments are confidence, honest, and then ...)

P : 8 sikap itu ya buk?

(8 kinds of attitudes, Mom?)

R : Naah... itu nantikan masih dari penilaian teman, diri sendiri seperti itu.

(Next, in your opinion, what is the objective of the personal assessment?)

P : Terus kemudian menurut ibuk, tujuan dari penilaian sikap itu apa buk sebenarnya?

(Next, in your opinion, what is the objective of the personal assessment?)

R : Itu saya piker agar anak- anak itu agar lebih bisa apaa... itu ya namanya... menata dirinya agar lebih bisa oh saya misalkan istilahnya mengkoreksi diri sendiri seperti itu. Oh kok saya sama teman dikatakan seperti ini.. oh berarti saya harus... misalkan kalau kurang bener.

(I think, students must be able to ...some things. I mean...control themselves more able to Oh for example...introspection ... just like that. Oh my friend call me like this....it means that I must For example: unkind personality.)

P : Trus untuk secara rinci penlaian sikap, aspek apa saja tho buk tadi? Ada sikap...?

(And then, specification of attitude assessment. What kind of aspect, mom? Like ...?)

R : jujur itu toh, spiritual, percaya diri, social.

(Honest, spiritual, self confidence, social.)

P : Kemudian untuk cara penilaiannya e... ibuk merasa kesulitan gak tentang penilaian sikap itu?

(Then, the assessment process itself, mom do you have any difficulties?)

R : Ya.. kalau saya sendiri karena... ya susah mbak karena anaknya kan banyak jadi kadang- kadang harus menghafal satu persatu ini... ini... ini. Masing- masing harus mempunyai catatn sendiri jadi susahnya di situ.

(Ya... I feel that... because too many students, so, I have to remember name of each student ...this one...., and this one..... Each student must have their own record.)

P : Kemudian untuk instrumentnya. Instrument penilaiannya ibuk menggunakan yang sudah disediakan atau...?

(Then, for its instruments. Your assessment instrumens is using available instrument or?)

R : Kalau disini sendiri- sendiri. Jadikan ada dari siswa sendiri.

(In this school, I use personally)

P : Trus untuk pelaporanya bagaimana kalau untuk sikap?

(And then, how to report the attitude assessment)

R : Kalau sikap yaa... nanti dibuatkan biasanya itu apa namanya... kolom-kolom gitu dibagikan ke anak. Oh kamu menilai temanya bagaimana oh... ini penilaian diri sendiri.

(Attitude assessment.. mmm..we made it for them..i mean... tables and give to students. Oh... how do you asses your friend? Oh ...this is personal assessment)

P : Trus kemudian untuk apa itu buk aspek ketrampilan? Itu untuk ibuk secara umum tujuanya untuk apa?

(And then, what is the skill aspect for? What is generally the goal of skill aspect?)

R : E... memotivasi siswa agar bisa ini apa namanya... mengembangkan bakat dan minat siswa.

(Mmm...motivate students to be able to ...what its namedevelop is their talent and interest.)

P : Trus kegiatannya biasanya apa sih buk kalau ketrampilan itu?

(And then, what is the specific activity to assess skill aspect?)

R : Ya... banyak kalau dalam bahasa inggris kan misalkan disitu apa namanya... membuat invitation letter. Nah seperti itu nanti anak- anak dibuat sebagus mungkin. Nanti kan mereka muncul ide- ide kreatifitas mereka masing- masing kan nanti bisa dilihat.

(Ya.. many activities. If in English learning, for example, there is ...making invitation card, letter. Some thing like this, students can make it as good as they can. These activities can explore their ideas that we can see of each student.

P : Kalau dari ketrampilan, cara menilainya buk?

(From skill aspect, how do we assess it, Mom?)

R : Ya dari hasil siswanya itu tadi.

(Yach... from their products)

P : Trus kalau pelaporanya?

(And then, how about the report)

R : Secara keseluruhan?

(All assessments)

P : Ketrampilanya saja.

(Skill only)

R : Ketrampilanya saja. Ya sama saja kalau pelaporanya kalau nilai. Project kan ada hasilnya.

(Skill only. It is same when we asses their project. They produce a product.)

P : Kalau untuk pengetahuan sendiri buk, Menurut ibuk masih penting gak aspek pengetahuan itu?

(What about the knowledge aspect? Is it important?)

R : Ya.. kalau saya ya penting sekali. Kalau pengetahuan itu masalahnya anak-anak sekarang kalau misalkan itu di abaikan bagaimana? Terlalu banyak ketrampilan juga gak baik. Harus seimbang. Pengetahuan ketrampilan harus seimbang.

(For me, it is very important. Knowledge aspect, the problem is how if they disobey? Skill only is not good, it must be proportional, knowledge and skill must be balance.)

P : Kegiatan apa saja yang menurut ibuk sesuai dengan aspek pengetahuan ini?

(What kind of activity in your opinion that suitable in knowledge aspect?)

R : Maksudnya pembelajaranya?

(Do you mean in learning)

P : Kegiatan untuk mengukur aspek pengetahuan?

(Activities to measure knowledge aspect?)

R : Ulangan. Misalkan setiap chapter itu diakhir itu nanti diadakan latihan dan ulangan seperti itu.

(Exam. For example, each chapter will be finished by sexercise or exam, ust like that.)

P : Oh ya trus instrumentnya? Sama dengan yang...?

(Oh...I see... and the instrument? Is it equal with ...?)

R : Kalau pengetahuan kan berdasarkan... ada buku paketnya ada seperti lembar kerja siswa ada lembar kerjanya.

(Knowledge base on Materials, like students worksheet.)

P : Trus penskoranya itukan kalau untuk pengetahuan itukan gak sama dengan sikap dan ketrampilan?

(Then, how is the score, knowledge score is different with skill score?)

R : Iya tapi nantikan endingya kan sama pake huruf. Kan itu sudah ada aplikasinya tinggal memasukan saja.

(Right, but in the end we get the same kind of score. There is program of assessment system, we just fill it.

P : Iya terus untuk pelaporanya secara umum hasil belajar siswa itu menurut ibuk bagaimana?

(And then, how do you generally report the student learning result)

R : Ya... agak susah rumit juga. Tapi kan karena sudah ada aplikasinya. Jadi perbedaanya dengan KTSP yang kemarin itukan sudah satu nilai. Kalau ini kan harus memasukan misalkan pengetahuan ada berapa ulangan yang sudah dilaksanakan kalu ketrampilan itu ada berapa tugas atau kegiatan yang dilaksanakan nantikan di kalkulasikan. Kalau penilaian sikap kan sendiri.

(It is hard and complicated too. Because of assessment program, so the different score in KTSP is only one type of score. Ii curriculum 2013, we just fiil it into the program how many exam did we give to students, how many task or exercises completely done and accumulate to get new score. If the attitude assessment can do by itself.

P : dalam penilaian ini kan tidak ada ranking. Untuk mengetahui untuk mengetahui siswa yang menonjol atau lebih apa mungkin ibuk punya catatan tersendiri?

(There is no rank in this assessment, what so you do to find out the students achievement? Is there any note?

R : Ehem... ada no, kalau setiap guru ka nada mbak. Mislkan ada yang oh.. ini anaknya... Oh sering ngacung. Oh sering menjawab pertanyaan. Harus pinter apa... mincing- mincing siswa.

(Of course, every teacher has it. For exammle, this student often ...raise her hand up... answer the question...she is able to)

P : ya sudah buk terima kasih atas bantuanya. Selamat siang.

(OK. Thank for the information. Good afternoon)

R : Ya sama- sama, siang.

(You're welcome)

Interview II

Day/ Date : Monday, August 24, 2015

Time : 10:19:46 AM

Respondent : Pandu Bayu Prasetyo.

Place : SMP N 2 WEDI

P : Siang dek,, namanya siapa?

(Hello, guy? Good morning? What's your name?)

R : Pandu Bayu Prasetyo

(Pandu Bayu Prasetyo)

P : Pandu... kakak mau tanya nihh,,tentang penilaian berdasarkan kurikulum yang sekarang ini. Tau gak kurikulum sekarang ini apa?

(Pandu, I want to ask you some question abot the assessment based on curriculum that used in this school. Do you know it?)

R : Kurikulum 2013.

(Curriculum 2013)

P : Trus penilaiannya bagaimana? Tahu gak?

(How is the assessmen? Do you know?)

R : Penilaiannya lebih mementingkan sikap spiritual, pengetahuan, dan ketrampilan.

(The assessment is emphasize in sprirtual, knowledge and skill aspect)

P : Terus.. kalau untuk dalam Bahasa Inggris, tahu gak yang dinilai apa saja?

(And then, if in English subject, what aspect is evaluated?)

R : Bahasa Inggris,,, cara bicara dan speaking and penulisan yang baik.

(English, speaking skill, and writing skill)

P : Kemudian menurut adek, evaluasi dalam kurikulum ini membingungkan tidak?

(In yur opinion, is the assessment confuse?)

R : Agak membingungkan sedikit karena dulu pas kurikulum 2006 (KTSP) itukan lebih gak disuruh yang berfikir itu kan gak muridnya tapi sekarang harus muridnya yang aktif yang bicara dan harus mencari semua soal-soal.

(Sometime confuse. Because in KTSP, we are not forced to think a lot abot the materials, but in this curriculum, the student must more active in speaking, and find all the exercise theirselves.)

P : Tapi suka gak kurikulum yang sekarang?

(Do you enjoy it?)

R : Ya suka.

(Yeah)

P : Terus untuk tugas- tugas yang di berikan bahasa inggris itu guru bahasa inggris seperti apabiasanya?

(How about the English task? What kind of task is it?)

R : Biasanya bahasa inggris masih menerangkan tentang apa yang akan di pelajari?

(In English class is still explain what will be learned)

P : Yaudah terima kasih dek.

(OK, guy, thank so much)

R : Sama- sama.
(You're welcome)

Interview III

Day/ Date : Monday, August 24, 2015

Time : 10:06:28 AM

Respondent : Karisma Widyasari

Place : SMP N 2 WEDI

P : Adik namanya siapa?
(Hi. What is your name?)

R : Karisma Widyasari.
(Karisma Widyasari.)

P : Dari kelas berapa?
(What year are you in?)

R : 9E.
(9E)

P : Kakak boleh tanya gak tentang kurikulum sekarang ini,,, kurikulum K13 itu apa? Tahu gak?
(May I ask you questions about curriculum? What is Curriculum K13? Do you know?)

R : Tau.
(Yes, I do)

P : Kalau untuk penilaiannya? Tau gak?
(How about the assessment? Do you know?)

R : Penilaian?
(Assessment)

P : Iya,,, apa aja?

(Yeah. Tell me!)

R : Penilaian sikap, pengetahuan, sama ketrampilan.

(Attitude, knowledge, and skill?)

P : Iyaa,, adik bingung gak tentang penilaian itu?

(Do you confuse about this assessment?)

R : InshaAllah gak.

(I don't think so.)

P : Enggak , jadi kalo dikelas sudah tahu ya untuk penilainya itu?

(So, you have known this assessment in the class.)

R : Iya.

(Yeah)

P : Adik ngerasa gak kalo pas lagi ngapain gitu, guu menilai tingkah lakunya adik? Tahu? Ngerasa?

(Do you know when you did something; you had been evaluated by teacher)

R : Iya.

(Yeah)

P : Terus,,, lebih enak mana untuk itunya?

(Then, what is more comfortable?)

R : Enak yang ini.

(This one)

P : Enak yang ini? Enaknya kenapa kok kurikulum 2013 enak? Kegiatannya lebih apa?

(This one, why? What activities?)

R : Kegiatannya lebih...

(Activities are more ...))

P : Lebih apa? Lebih banyak diluar kelas atau lebih...?

(More what? More activities out side or ...)

R : Iya kegiatannya diluar kelas.

(Yeah. More activities outside)

P : Lebih enak mana untuk belajar di dalam kelas sama di luar kelas gitu di suasana baru?

(What is more comfortable, in the class or outside)

R : Enak di luar kelas.

(Out side activities)

P : Oyaa... terima kasih ya dik?

(Ok, thank you very much)

Interview IV

Day/ Date : Monday, August 24, 2015

Time : 9:52:00 AM

Respondent : Risti Fitriyaningsih

Place : SMP N 2 WEDI

P : Selamat pagi adik namanya siapa?

(Good morning, what is your name?)

R : Nama saya Risti Fitriyaningsih.

(My name is Risti Fitriyaningsih)

P : Dari kelas apa?

(What class are you?)

R : 8H.

(8H)

P : Dek kakak mau tanya, menurut kamu kurikulum 2013 itu apa tho?

(May I aks you, what do you think about curriculum 2013?)

R : Kurikulum 2013 adalah kurikulum yang...

(Curriculum 2013 is ...)

P : Apa?

(What)

R : Gimana yaaa... banyak penilaiannya.

(I meant ... more assessment)

P : Ow... terus penilaiannya menurut adik, apa aja sih yang dinilai?

(What assessment?)

R : Sikap... ketrampilan, sikap spiritual, dan sikap pengetahuan.

(Attitude...skill, spiritual, and kowledge aspect.)

P : Terus... adik paham gak kalo paslagi di dalam kelas itu dinilai sama guru gitu?

(So, do you realize that you are evaluated by the teacher when leaning process carry on?)

R : Paham.

(Yes, I do)

P : Dinilainya pas lagi apa aja?

(When)

R : Kalau kita “ gojek ” itu kan kita dinilai oleh guru.

(Playing in the class, when learning process is carrying on, teacher evaluate us)

P : Terus dimana aja kalau dinilai? Di dalam atau di luar itu merasa dinilai gak sama guru?

(And then, in what other activities teacher evaluate students? In the class or outside aare still evaluated?)

R : Iyaa.

(Yeah)

P : Terus kalau untuk penilaian sikap biasanya suruh ngapain?

(In attitude aspect, what kind activities should you be ordered?)

R : Sikap itu... kalau dikelas itu sikapnya gimana, terampil atau enggak, aktif atau enggak?

(Attitude is ...when we interact with others outside. Skillful or not, active or passive.)

P : Yaudah terima kasih dek... selamat pagi.

(Thank you, Good morning)

R : Enggih.

(You're welcome)

Interview V

Day/ Date : Monday, August 24, 2015

Time : 10:15:52 AM

Respondent : Rika

Place : SMP N 2 WEDI

P : Selamat pagi dik, namanya siapa dik?

(Good morning. What is your name?)

R : Pagi... Rika.

(Good morning. Rika)

P : Dek Rika tahu gak kurikulum yang sekarang ini kurikulum 2013 ini tahu gak?

(Do you know curriculum 2013?)

R : Tahu.

(Yes, I do)

P : Apa itu?

(What is it?)

R : Ehmmmmmm...

(Ehmmmmmm...)

P : Oh secara umum gak tahu. Tapi tahu gak tentang penilaiannya itu apa?

(Generally, you don't know. Do you know the assessment?)

R : Tahu.

(Yes, I do)

P : Apa saja?

(Mention it?)

R : Nilai sikap, nilai pengetahuan, nilai ketrampilan

(Attitude, knowledge, and skill aspect)

P : Bingung gak kalau diterapkan itu?

(Do you confuse?)

R : Yaa... agak bingung.

(Just a little)

P : Trus eh... penilaiannya suruh ngapain aja biasanya?

(What activities when you are being evaluated?)

R : Mengamati, yaa... menganalisa.

(Observe analysis...)

P : Trus apa lagi? Bingung gak?

(Anything else? Do you confuse?)

R : Bingung.

(Yes, I do)

P : Sedikit bingung? Trus merasa gak kalau setiapdalam kegiatan itu dinilai sama guru atau dinilai sama guru yang lainnya gitu? Merasa?

(A little confuse, do you realize that every activities yo done is evaluated ba the teacher?)

R : Iya merasa.

(Yes, I do)

P : Dimana aja penilaiannya? Pas di dalam ruangan, di luar atau gimana?

(Where is it? In the class or outside... or where?)

R : di dalam ruangan iya sama di luar ruangan juga iya.

(Both of them)

P : Kemudin untuk bahasa inggrisnya gimana? Menurut kurikulum 2013 bahasa inggrisnya gimana? Biasanya suruh apa yang sering bnyak di nilai? Tugas- tugasnya?

(What about English subject? What about English subject base on curriculum 2013? What assignment is often evaluated?)

R : Ya tugas sama ketrampilanya.

(Assignment and skill task)

P : Speakingnya?

(How about speaking skil?)

R : Speakingnya juga.

(It does too)

P : Biasanya suruh ngapain?

(What should usually be asked?)

R : Berbicara dalam bahasa inggris sama mengerjakan tugas-tugas.

(Speaking and doing some tasks)

P : Iya terima kasih dik.

(Thank you)

R : Sama-sama.

(You're welcome)

Interview VI

Day/ Date : Monday, August 24, 2015

Time : 9:44:56 AM

Respondent : Mrs. Sukarti, S.Pd.

Place : SMP N 2 WEDI

P : Selamat pagi buk, apakah ibuk sudah pernah mendapatkan training atau pelatihan tentang kurikulum 2013?

(Good morning mom, have you ever got training about curriculum 2013?)

R : Selamat pagi mbak. Yaa... saya pernah mendapatkan workshop Kurikulum 2013 pertama kali sebagai percontohan di sekolah SMP mbak.

(Good morning, ye, I have. I have ever joined in workshop of curriculum 2013 as the school pilot project)

P : Kemudian secara garis besar Kurikulum 2013 itu menurut ibuk apa?

(Generally, what do you think about curriculum 2013?)

R : Menurut saya mbak kurikulum 2013 itu penilaiannya meliputi 3 penilaian itu lho mbak, penilaian pengetahuan, ada sikap dan ketrampilan.

(I think that curriculum 2013 concerns in three assessment, they are knowledge, attitude, and skill assessment.)

P : Iya... kemudian untuk apa itu, rambu-rambu tentang penilaiannya itu apakah sudah jelas buk?

(I see. What is it for? Roles of assessment, have you cleared enough?)

R : Jelas mbak, karena sudah ada petunjuk penilaiannya dalam setiap kompetensi.

(Yes I do. Because there are direction how to gain in each competence.)

P : Iya kemudian untuk penilaian sikapnya itu buk. Sebenarnya tujuan dari penilaian sikap itu apa buk? Pengukuran penilaian sikap?

(I see. And it is about attitude assessment; actually, what is the goal of attitude assessment?)

R : Penilaian sikap itu pengukurannya di nilai dari sikap spiritual dan sikapm social.

(Attitude assessment is measured from spiritual and social aspek)

P : Trus... untuk e... kedua sikap tersebut cara penilaian aspeknya melalui apasaja buk?

(And then how to assess both of them? What kinds of aspects?)

R : Aspeknya melalui itu lho mbak, apa ya? Penskoran mbak?

(Its aspect isTable of score)

P : Iya, penskoran itukan ada penilaian diri?

(Right. Table of score is some kind of self assessment)

R : Oh penilaian diri, jurnal portofolio dan sebagainya.

(Oh, self assessment, journal, protofolio, etc.)

P : Nggih... trus tentang penskoran penilaian sikapnya itu buk diambilnya saat apa buk?

(Alright, and then how about the scoring of attitude aspect? When is it taken?)

R : Waktu kita mengajar di dalam kelas mbak kita bisa menilai anak, tingkah laku anak, sikapnya bagaimanakita bisa menilai sedikit- sedikit setiap pertemuan.

(When we teach students in the class, we can score them, studet behaviors, their attitude can be scored each meeting)

P : Diluar kelas pun juga begitu buk?

(Is it same outside?)

R : Bisa mbak pas waktu diluar kelas kita bisa belajar di luar kok mbak. Bahasa inggris bisa ee... ada kelompok dialog diluar, mungkin ada observasi diluar kita bisa menilai sikap anak..

(Of course, we can do this when we learn outside. English materials is ... there are group outside dialogue, when they observe outside, we can score them)

P : Iya.. kemudian untuk pelaporan hasil penilaian sikap tersebut buk? Pelaporanya apakah sudah ada itunya? Pelaporanya?

(Right.then how about the assessment reported? Does it have a..... It's report?)

R : Pelaporan sudah ada itu mbak daftar atau?

(The report is available the list)

P : Formatnya?

(It's pattern?)

R : Kita tinggal ngisi saja.

(Yes, we just fill it)

P : Oh ya untuk pengertian apa? Pengertian penilaian ketrampilan, kenapa harus diadakan pengukuran penilaian ketrampilan?

(The meaning of skill assessment. Why do we have to measure skill aspect?)

R : Iya mbak karena ketrampilan itu kita menilai test praktik, penilaian project, penilaian portofolio.

(Is skill aspect, we we socre them by practice, project, and portofolio)

P : Trus dalam system penilaiannya itu bagaimana buk untuk ketrampilanya itu? Melalui apa gitu? Kan ada 3 poin test praktik, project, portofolio itu melalui apa buk? Siswa harus bagaimana gitu lho?

(And then, in the assessment system, how do we assess the skill aspect? By what? We know that there are 3 point of assessment, they are practice, project, and portofolio, what should student do te get the score?)

R : Kalau ketrampilan.

(What about the skill aspect?)

P : Harus apa buk? Presentasi atau apa demo atau apa gitu?

(What should they do, Mom? Perform, Demonstrate or what?)

R : Kan bahasa inggris ada dialog mbak, yaa... anak bisa melakukan dialog sebagai ketrampilan otomatis kan mempresentasikan oh sebagai karakter siapa? Oh sebagai seorang siswa, sebagai seorang guru, sebagai seorang kepala sekolah karakternya begini jadi dialogya itu sudah menunjukan bisa di nilai.

(There is a dialogue material in English lesson. The can perform its dialogus as skill assessment, they can represent th character of people, as a student, teacher, head master. The dialogue shows the skill which can be socred.)

P : Nggih kalau dalam pelaporan hasil penilaian ketrampilan itu buk, itu di tulis dengan apa? Dengan deskripsi atau apa?

(Alright. And how about the report of skill assessment, Mom. Is it repored by written type? Description type or what?)

R : Kalau ketrampilan dengan deskripsi ya.. Kalau pengetahuan baru dengan nilai, rentang nilai 0-4 kalau huruf A-D gitu.

(Skill aspect is reported by dexcription type, kwonledge aspect is using point of score 0-4, or using leter A-D.)

P : Kalau menurut ibuk pengukuran untuk pengetahuan itu masih penting gak sih buk?

(In your pinion, is it important to assess knowledge skill?)

R : Penting mbak karena kita tahu waktu Ulangan Harian, Ulangan Mid Semester, ulangan Semesteran itukan dari pengetahuan itu mbak.

(Yes it is. We know it from daily test or middle exam test, final exam. It is knowledge skill.)

P : Nggih terus ee... penyusunan ujian atau ulangan- ulangan itu ada panduanya atau ibuk bikin sendiri sesuai dengan..?

(Right, and then ...arranging final exam or daily test, is there any guiding book or you make it yourselves?)

R : Kalau Kurikulum 2013 diharapkan guru bikin sendiri mbak. Tapi karena ini belum mulai ada Ujian Nasional belum tahu ini mbak besok.

(In curriculum 2013, teachers demand to make it theirselves, but it has not started national exam, we don't the next?)

P : Trus penilaiannya secara garis besar dilakukan oleh siapa bu? Kalau pengetahuan itu?

(Who does evaluate the assessment globally? In skill aspect?)

R : Kalau pengetahuan dilakukan oleh guru.

(Skill aspect is done by teacher)

P : Meliputi apa tadi bu? Ulangan Harian?

(Concern in what, mom, daily test?)

R : Ulangan harian, tugas dirumah, Pekerjaan rumah, Mid Semester, Ulangan Semesteran.

(Daily test, homework, duties, mid semester test, final exam/ test)

P : Trus untuk apa itu,,, penilaian pengetahuan itu kan e,,,instrument-instrument yang digunakan ada apa aja? Test apa saja?

(And then, what does the knowledge assessment for? There are some instruments used in this assessment. What are they? What kind of test are they?)

R : Test tertulis kemudian test lisan.

(Written test, and then spoken test or oral test)

P : Atau apa misalkan kalau ada tugas- tugas ya bu?

(Or maybe what if any duties at home, Mom)

R : Ya tugas dirumah, anak suruh mengumpulkan secara individu ada, secara kelompok ada mbak.

(Yes. Duties at home, children make it individually, or in group.)

P : Kemudian tadi ibu menjelaskan pelaporan nilainya itu tentang aspek pengetahuan dengan rentang apa bu?

(You explained the report of knowledge aspect is using a range. What kind of range Mom?)

R : Rentang Nilai.

(Range score?)

P : Kemudian untuk itu bu, konversi nilainya apakah ibu sudah jelas dari angka ke huruf?

(And then, point of conversion, are you clear enough about the conversion of the point, from number to letter?)

R : Kalau A itu 0-4 biasanya gitu terus kalau untuk 3 itu B.

(If A, it is usually get 4, and then point 3 is B)

P : Jadi ibu merasa sudah anu ya bu ya? Bagaimana tentang kurikulum 2013 ini apakah bu sudah mulai jelas, nyaman untuk melaksanakannya bu? Sudah bisa sesuai dengan...?

(You feel so and so, mom. How about this curriculum 2013? Have you cleared enough, enjoyable to carry it on? Have it appropriated with)

R : Ya.. gimana mbak dibilang sudah jelas yaa.. masih itu.. tapi dibilang belum bisa wong sudah workshop sudah melakukan,, maksudnya kurikulum 2013 sudah dilakukan di SMP saya. Kita harus belajar mbak, banyak belajar.

(How do I say? If it has cleared enough, I amon going....but if I say we unable, we had trained it. I mean, curriculum 2013 have been done in my school. We must learn, miss. More learn.)

P : Jadi memang sekarang sekolah ini sudah betul-betul menimplementasikannya ya bu ya?

(So, this school is really implementing curriculum 2013?)

R : Iya sudah 3 tahun ini mbak.

(Yes it is, it have been done for 3 years)

P : Dan untuk implementasi evaluasinya sudah berjalan dengan lancar ya bu ya?

(And for implementing its evaluation, have it done well, Mom?)

R : Ya Alhamdulillah lancar mbak, walaupun ada kendala belum jelas tapi maklumlah wong baru namanya percobaan istilahnya percontohan.

(Thank God, well done. even there are some obstacles in implementing it, it just an experiment, it called pilot project)

P : Ya sudah ibu begitu saja. Terima kasih atas waktunya. Selamat pagi bu.

(Alright, Mom. Thank you for the time. Good morning)

R : Sama- sama mbak. Selamat pagi.

(You're welcome. Good morning)

Interview VII

Day/ Date : Monday, August 24, 2015

Time : 11:07:28 AM

Respondent : Mrs. Tri Handayani S, S.Pd.

Place : SMP N 2 WEDI

P : Selamat siang buk.

(Good afternoon, Mom)

R : Siang

(Good afternoon)

P : Untuk pertanyaan yang pertama apakah ibuk sudah pernah mengikuti pelatihan atau workshops tentang kurikulum 2013 ini buk?

(For the first question, Mom. Have you ever joined in curriculum 2013 training?)

R : sudah pernah dulu sekitar beberapa kali pertemuan gitu mbak untuk semua guru mata pelajaran per sekolah mengirim 10 guru per mata pelajaran kayaknya untuk dilatih kurikulum 2013.

(Yes, I have. For some times to all teacher. Each school sends 10 teachers to be trained)

P : Terus secara umum menurut ibuk kurikulum 2013 itu menurut ibuk apa ya?

(And then, in your opinion, what do you think about curriculum 2013?)

R : Secara umum kurikulum 2013 menurut saya lebih penjabaran ke KTSP. Kalau KTSP mungkin cuman garis besarnya saja untuk kurikulum 2013 lebih mendetail untuk penilaian untuk apapun lebih mendetail lagi.

(Generally, I think that curriculum 2013 is the defining of KTSP. KTSP perhaps, is the main point, but in Curriculum 2013 is more detail for its assessment, and all things in it)

P : Terus menurut ibuk bagaimana penilaian di kurikulum 2013?

(And what do you think about the assessment of curriculum 2013?)

R : Penilaiannya kan kalau dulu ada teori atau tugas udah satu nilai, kalau sekarang ada penjelasan atau penjabaran ketrampilan anaknya bagaimana? penilaian dari teman- temanya bagaimana? Dibagi dalam beberapa criteria juga.

(In KTSP, the assessment devided into theory and duties/ tasks, but in curriculum 2013 there is an explanatinno of student skill. How is colleague assessment, and also divided in some criterias)

P : Untuk rambu-rambu dalam kurikulum 2013 menurut ibuk bagaimana?

(And what do you think about definition of curriculum 2013)

R : Udah bagus mbak kan udah ada poin- poinnya sendiri untuk penilaiannya.

(It is good. It has been determined its point of assessment)

P : Kalau dalam bahasa inggris ibuk pengembanganya bagaimana? Apakah sudah mengembangkan?

(If in English subject, how is how do you develop it. Have you?)

R : Lebih mudah mbak karena lebih banyak praktik dalam bahasa inggrisnya.

(It is easier. Because it needs more practice in English)

P : kan di situ ada 3 aspek yang terkenal ya buk, aspek komppetensi sikap, kompetensi pengetahuan, dan kompetensi ketrampilan. Trus menurut ibuk kenapa sih harus diadakan penilaiaian sikap?

(In English, there are 3 competences, attitude, knowledge, and skill competence. And then, why should be evaluated in attitude aspect?)

R : Yaa... karena anak-anak jaman sekarang ya mbak sikapnya itu kayaknya memang harus dibenahi, memang bagus masuk dalam kurikulum.

(Because, children, recent time, their attitude must be it is good to be added in curriculum.)

P : Trus menurut ibuk aspek apa saja yang dinilai dalam penilaian sikap?

(And then, in your opinion, what aspect which evaluated in attitude competence?)

R : Sikap ya sopan santunya, oh ada 2 sopan santun bagaimana anak bersikap didalam kelas.

(Their politeness, there are two kinds of politeness, in the class and out side of the class.)

P : Trus cara menilainya bagaimana buk?

(How do you assess them?)

R : Cara penilaiannya ya dalam pelajaran, setiap pelajaran itu bagaimana,,, kadang ada anak yang ngeyel tapi pinter, nah itukan berarti sikapnya kurang walaupun pinter.

(We assess them is learning process. their habits in learning process... sometime there is a disobey children, it means that they get minus even the are smart)

P : Kemudian instrumentnya apa saja buk?

(And then, what are the instruments?)

R : ya berarti tergantung anaknya dari muridnya.

(It depends on the children.)

P : Itu yang dari penilaian dirinya sendiri itu ya?

(It is self assessment, right?)

R : Teman sejawat.

(Colleague assessment)

P : Kemudian untuk melaporkanya bagaimana buk?

(And then, how to report the assessment?)

R : Ada nilainya mbak setiap guru dikasih nilai sendiri-sendiri. Setiap muridnya harus mengisi A atau B atau C.

(There are any score every day; every teacher gives their own score. Every student fills it with A or B or C.)

P : Untuk interval nilainya itu ya? Kemudian untuk penilaian ketrampilanya buk, menurut ibuk, kenapa harus ada penilaian ketrampilan?

(It is for score interval. Isn't it, Mom? And then, for skill assessment, in your opinion, why should they be assessed their Skill?)

R : Yak karena kan kadang ada beberapa anak yang teorinya bisa belum tentu praktiknya bisa jadi ya harusimbang.

(Students sometimes understand the theory but not practice, so it must be balance)

P : Mengukur bakat dan minat itu ya bu? Terus kegiatannya apa saja tho bu kalau ketrampilan itu?

(Measure talent and interest, right? Then, What activities Mom, to assess skill aspect?)

R : Ketrampilan,,, contohnya dalam bahasa inggris kelas VIII, belum tentu anak yang pintar tak suruh bikin kartu ucapan, belum tentu bagus,kadang anak yang celelekan hasilnya malah kreatif.

(Skill activities. For example in English grade VIII, it's not sure that clever student when they ordered to make greeting card, it's probably not good. However, unserious students sometimes more creative)

P : Untuk cara penilaian dari itu ada rambu-rambunya penilaian?

(From that assessment, is there any roles)

R : Ada, yang penting kalau greeting itu kan ada kartu ucapan... ada dari siapa? Untuk siapa? Ngucapkan apa? Kadang anak-anak yang kreatif malah di tambahin hiasan atau apa itu nanti dapet nilai plus.

(Yes, there is. The important things that greeting card must contain of who, whom, and what is it? Creative Students sometimes add some decoration or something else; there will be a bonus score)

P : Jadi instrumentnya apa saja? Kalau untuk ketrampilan?

(So, what is the instrument? What about for Skill aspect?)

R : Portofolio, project, proyek.

(Portofolio, Project, project,)

P : Ada 1 lagi sebetulnya tes praktik kalo gak salah ya? Kemudian untuk pelaporan untuk kompetensi ketrampilan?

(There is one practice test if i am wrong. And then, for its report the skill competence?)

R : Itu ada rentang nilainya juga.

(There is a point of scale, too)

P : Trus kemudian untuk yang terakhir kompetensi pengetahuan itu buk? Menurut ibuk masih penting gak menonjolkan aspek pengetahuan?

(Then, for the last, knowledge competence, in your opinion, is it important to show up knowledge skill?)

R : Ya memang perlu mbak, setiap pelajaran kan juga ada BAB nya, otomatis harus ada pengetahuan, anak harus tahu.

(Of course, each lesson has its chapter, it must have knowledge skill, student must know that.)

P : Kegiatan belajar apa saja yang termasuk dalam aspek pengetahuan?

(What kind of lesson activities that include on knowledge aspect?)

R : ulangan- ulangan harian, tugas-tugas dirumah, Pekerjaan rumah itu bisa mbak.

(Daily tests, duties, homework are belong to knowledge activities)

P : Kemudian bagaimana cara menilainya kalau pengetahuan?

(And then, how to assess the knowledge aspect?)

R : Dari materi yang diberikan itu, anak tahu gak gimana tadi gurunya menerangkan.

(From the materials that's given to them. Do they understand the teacher explanation?)

P : Seperti ujian- ujian git ya buk? Sama dengan sikap dan ketrampilan atau kalau pengetahuan mungkin... agak berbeda?

(Just like examinations, Mom. Is it the same with attitude and skill aspect or maybe skill aspect has different way?)

R : Sama.

(The same)

P : Kalau untuk pelaporanya?

(If its report?)

R : Pelaporanya juga ada nilai.

(Its report use score)

P : Untuk keseluruhan buk, pelaporan dalam kurikulum 2013. Dalam pelaporan hasil belajar siswa itu bagaimana?

(For all assessmentt, the assessment report in curriculum 2013, how to report he student learning result)

R : Sama, nilai dikumpulkan jadi 1. Raport.

(It is the same. Scores collect into one, raport book)

P : Iya untuk konversi nilaiseperti itu, Apakah lebih mudah atau?

(For the score conversion like this, is it more easily or ...)

R : Lebih mudah mbak karena semua nilai dan raport sudah masuk file, jadi lebih enak gak tulis tangan.

(It is more easy, because all scores become one file, so it is more easy not hand writing)

P : Untuk ibuk sendiri, siswa kan sekarang sama sekali tidak ada ranking untuk membedakan siswa atau untuk ibuk sendiri membedakanya bagaimana?

(For your personal opinion, students now do not give the rank of learning result, how do you differ it)

R : Kan ada dari nilai ulangan dan sebagainya. Nah itu kan bisa nilai yang tertinggi siapa nanti yang nilainya bagus nanti yang pinter siapa?

(There is score of daily test, etc. From that, who get high score, who get best score, who is clever student?)

P : Jadi ibuk punya catatan tersendiri ya untuk semua siswa.

(So, you have your own note for each student)

R : Iya, setiap guru harusnya punya.

(Of course, every teacher must have it.)

P : Jadi dengan begitu bisa diketahuuu...

(It can be find out)

R : Bisa di ketahui.

(Yes it can)

P : Ya sudah buk, terima kasih atas partisipasinya. Selamat siang.

(Alright. Thank you for the participation, Mom. Good afternoon)

R : Sama- sama. Siang.

(You're welcome?)

SMP N PGRI 18 Kebonarum

Interview VIII

Day/ Date : Monday, August 24, 2015

Time : 9:55:04 AM

Respondent : Catur Sapta Nugraha

Place : SMP N 2 WEDI

P : Selamat pagi dik. Namanya siapa?

(Good morning. What is your name?)

R : Catur Sapta Nugraha.

(Catur Sapta Nugraha)

P : Iya dek Catur. Dek, kakak mau tanya nih. Adek tahu gak tentang kurikulum yang sekarang ini atau kurikulum 2013?

(I want to ask you some questions. Do you know about the recent curriculum or curriculum 2013?)

R : Tahu.

(Yes, Ido)

P : E... menurut adek perbedaan antara kurikulum yang dulu sama sekarang gimana?

(In your opinion, what is the different between the pas curriculum and the recent urriculum?)

R : Enak yang sekarang sih.

(Easy the recent curriculum)

P : Oh enak yang sekarang. Lalu adek tahu gak untuk sekarang penilainya yang dinilai itu nilai apa saja?

(Easy the recent curriculum. So do you know the assessment of curriculum 2013? What assessment are they?)

R : Sikap, Ketrampilan.

(Attitude, skill aspect)

P : Apa lagi?

(What else?)

R : Nilai harian atau ulangan.

(Daily score and exam score)

P : Trus adek ngerasa gak kalau dalam kegiatan sehari-hari itu keaktifan dan sebagainya adek itu dinilai sama guru.

(Do you know if all your daily activities at school are evaluated by the teachers?)

R : Ngerasa.

(Yes, I do)

P : Di dalam apa? Di dalam ruangan atau diluar ruangan? Atau dalam kegiatan apa?

(In what case? In the classroom or outside? Or some kind of activities?)

R : Setahu saya sih dalam kegiatan pelajaran.

(I thought in learning process)

P : Ehm... adek bingung gak sekarang untuk penilaian yang seperti ini?

(Are you confused with the recent assessment?)

R : Sedikit sih.

(Just a little)

P : Trus didalam raport tidak ada rankingnya gitu?

(And then, there is no rank in the report book)

R : Iya.

(Yeah)

P : Jadi e... kegiatannya lebih enak sekarang ya?

(So..., the activities are more enjoyable)

R : Iya.

(Yes, they are)

P : Sudah terima kasih dik. Selamat pagi.

(Okay Thank you and good morning)

R : sama- sama.

(You're welcome)

Interview IX

Day/ Date : Tuesday, August 25, 2015

Time : 10:32:58 AM

Respondent : Mr. Sutrisna, S.Pd.
Kebonarum

Place : SMP PGRI 18

P : Selamat siang pak.

(Good afternoon, Sir)

R : Selamat siang.

(Good afternoon)

P : Untuk yang pertama kan kemarin, Apakah bapak sudah mendapatkan pelatihan atau workshop tentang kurikulum 2013 pak?

(Yesterday was the first time, Sir. Have you ever got the training of curriculum 2013?)

R : Sudah.

(Yes, I have)

P : Kalau boleh saya tahu secara umum kurikulum 2013 itu apa ya pak?

(May I know the curriculum 2013 in general, Sir?)

R : Kurikulum 2013 adalah perubahan mindset atau pola pikir. Perbedaan antara kurikulum 2006 dengan kurikulum 2013 bedanya kalau 2006 itu murid diberi tahu, kurikulum 2013 anak mencari tahu.

(Curriculum 2013 is the changing of student mindset. The different between curriculum 2013 dan KTSP is that KTSP students was told the materials, but in curriculum 2013, student must find out the materials by themselves.)

P : Kemudian pak untuk e... evaluasinya dalam kurikulum 2013 menurut bapak bisakah bapak jelaskan!

(And then, sir.... The evaluation in curriculum 2013, in your opinion, can you explain it, Sir?)

R : Evaluasinya cukup rumit karena terlalu banyak instrument-instrument yang dibuat. Kemudian penerapannya terintegrasi, terintegrasi dalam proses pembelajarannya itu sendiri. Misalnya sikap spiritual itu juga termasuk di dalam KI-3 dan KI-4.

(Curriculum 2013 assessments are too complicated. Too many instruments are made. Then then carry out integrated. It's integrated in its learning process. For example, spiritual aspect include in KI-3 and KI-4.)

P : Sedangkan untuk system penilaiannya itu apakah rambu-rambunya untuk bapak apakah sudah jelas atau sudah bagus?

(What about for its assessment system, sir. Does the assessment role, for you, have you cleared enough or has it been good?)

R : Ya, cukup mengerti cuman untuk pelaksanaannya itu masih bingung. Karena terlalu banyak instrument-instrument yang harus disiapkan. Kemudian biaya sekolah tidak mampu. Sehingga usulan- usulan dan permintaan dari sekolah-

sekolah yang mendapatka pilot project itu mohon diberi dana agar pelaksanaan kurikulum itu dapat berjalan dengan baik dan lancar. Dan mohon untuk diklatnya diratakan karena juga masih banyak guru yang masih kebingungan terutama memahami Permend- Permend yang selalu berubah-ubah.

(Yes, I have. I have understood enough. But I still confuse to implement it. Because is there too many instruments that must be prepared. And then school unable to pay the cost. While, school proposals which become pilot project of curriculum 2013, give fund to carry out the curriculum 2013 and it can be implemented well. And please, its training is leveled out too, because there are so many English teachers that are still confused in line to understand Permendikbud which is having changes.)

P : Iya. Kemudian untuk pengembangan ya pak dalam bahasa inggris, Kompetensi apa saja yang dikembangkan pak? Dalam kurikulum 2013?

(And then, to develop it in English lesson, Sir. What competences are developed in curriculum 2013?)

R : Yang harus dikembangkan ya banyak. Pengembangan dalam kurikulum... dalam... apa namanya? Metode pembelajaran itu ka nada 5. Yaitu Observing, Questioning, Assosiating, Communicating kemudian Work atau jaringan.

(Many things which are have to develop. Developing in curriculum ... in ... I mean....learning methodology, there are 5 methods, observation, questioning, associating, communicating and then networking.)

P : Kan dalam kurikulum 2013 itu ka nada 3 kompetensi ya pak. Yaitu kompetensi sikap, kompetensi pengetahuan, dan kompetensi ketrampilan. E... menurut bapak itu apa sih pak tujuhnya diadakan apa tentang kompetensi sikap itu atau penilaian kompetensi sikap?

(What about in curriculum 2013, sir? There are three competences; they are attitude competence, knowledge competence, and skill competence. In your opinion, sir, what is the objectives f attitude competence or competence assessment?

R : Sikap dan spiritual KI-1 dan KI-2. Spiritual itu berhubungan dengan Tuhan. Bersyukur kepada Tuhan bisa mempelajari bahasa inggris. Kemudian KI-2 itu dengan social seperti gotong royong, kejujuran, sikap kedisiplinan dan lain sebagainya ada 7 sikap. KI-3 itu tentang pengetahuan itu mengamati apa yang diberikan entah apaitu wujudnya. Yaitu tulis maupun teks ataupun gambar, kemudian anak itu timbul satu pertanyaan sehingga didalam

associating atau pengumpulan informasi itu anak sudah semakin jelas dan di terapkan dalam yaitu communicatingnya ketrampilan.

(Attitude and spiritual competence KI-1 and KI-2. Spiritual has related to God. Thanks God for learnin genglish. And then, KI-2 has related with social life, like cooperation or working together, honesty, discipline etc. they are about 7 aspects. KI-3 is about knowledge. They observe what they get, written or texts, or pictures, and student feel anxious, and asking)

P : Dalam e... penilaian sikapitu tadi tho pak bagaimana cara menilainya pak?

(In ... E... attitude assessment. How to assess it sir?)

R : Cara penilaiannya ya bersama- sama dengan apa namanya ... pembelajaranya itu misalnya anak- anak harus dibentuk yaitu kelompok-kelompok apa namanya itu... kerjasamanya bagaimana? Kemudian sebelum melakukan sesuatu itu seharusnya diaali dengan doa supaya pikiranya itu lebih jernih untukmenerima apa yang dipelajari itu. Kemudian untuk sikapny yaitu sikap social dan sebagainya itukan hubunganya dengan teman sejawat istilahnya. Karena penilaian sikap itu ada atau KI-1, KI- 2 itu ada apa itu namanya... ka nada 4; penilaian diri, observasi, jurnal, dan penilaian antar teman atau teman sejawat.

(How to assess it, it is together with.. what its name ...its learning process. For example, students make a group... what its name ... how do they work together? Before doing something, it should be started with praying, in order to make her feeling fresh to get the learning materials. Then, their attitudes, social attitude and the other things have relation with colleague or classmate. Because attitude assessment is iin KI-1, KI-2 there is a..... what its namethere are four assessments: self assessment, observation, journal, and colleague or classmate assessment.)

P : Kemudian untuk penskoranya bagaimana pak?

(And then, how to give the score, Sir?)

R : Penskoranya penilaiannya dibuat nilai besar yaitu antara 10 sampai 100. Kemudian dikalikan empat dibagi 100. Misalkan 70 dikalikan 4 sama dengan 280 dibagi 100 sma dengan 2,8 itu istilahnya sudah lulus KKM.

(The score is made in range 10 to 100. And then it is timed to 100 and divided by 100. For example, 70 times 4 equal 280 and divided by 100 equal 2.8. it means that student pass the KKM.)

P : Untuk melaporkan kompetensi sikap itu pak. Penilaian sikap itu bagaimana pak? Pelaporanya?

(To report attitude competence, Sir. How to report to do it sir? It report?)

R : Ya kalau sikap itu observasi oleh guru. Kalau angka peserta diri ya... dirinya sendiri ya...diberi instrument yang meliputi ada 8. Misalnya disini tentang poin penilaian diri tentang sikap toleransi. Yaitu yang dinilai itu ada 5 point misalnya aspek; Saya menghormati teman yang berbeda pendapat itu skornya 1234. Kemudian yang kedua saya menghormati teman yang berbeda suku, agama, ras, budaya dan gender sama 1,2,3,4. Saya menerima kesepakatan meskipun berbeda dengan pendapatnya sama 1,2,3,4. Poin empat saya menerima kekurangan orang lain skornya juga 1234. Kalau ini sudah skor kecil. Saya memaafkan kesalahan orang lain nilainya 1,2,3,4 ini skor toleransi.

(If attitude assess is observed by teacher. If self assessment.. student are given an instrument which contain of eight point of self assessment, for example, about point of self assessment of tolerance, its score 5; such as; I respect my friend who have different opinion, it score 1234; and the second, I respect my friends who have different ethnic, religion, culture, and gender, it score 1234; I agreed with the agreement although it is different with my opinion, it score 1234; the fourth, I receive other people disability, it score 1234. It is small score. I forgive other people mistakes, it scored 1234. It is tolerance score.)

P : Iya pak, kemudian untuk kompetensi ketrampilan. Kegiatan yang meliputi e... kompetensi ketrampilan itu apa saja pak?

(Yes it is, sir. And then for the skill competence, the activities for Skill competence, what are they, Sir?)

R : Itu nanti yang di nilai itu ada praktik, kemudian portofolio dan project.

(It will be assessed in Practice, and then portofolio, and project.)

P : Trus menurut bapak kenapa sih masih perlu ada penilaian ketrampilan pak? Tujuanya apa pak?

(Then, what is your opinion, sir. Why does it still need skill assessment, sir? What are the goals?)

R : Tujuanya ya untuk mengetahui sejauh mana anak- anak itu memahami suatu apa itu namanya... materi setelah memahami maka itu perlu di praktekkan.

Baik itu tulis maupun di apanamanya.. membaca atau di paparkan di papan tulis.

(The objectives are to find out the student in understanding the ... what is name ... materials after understand it, they need to practice it, both writing or what we callreading or write it down in the white board.)

P : Di dalam ketrampilan itu yang dinilai apa saja tadi pak?

(In the skill aspect, Sir, what are being assessed, sir?)

R : Penilaian untuk ketrampilan yaitu ada praktik, portofolio, project.

(The assessments for skill aspect are practice, portofolio and project.)

P : Cara menilainya bagaimana?

(How to assess it?)

R : Kalau praktik ya langsung apayang dilihat yang di praktikan atau di tampilkan. Kemudian kalau portofolio itu anak- anak diberi yaitu tugas secara berkala nanti dikumpulkan nanti di teliti oleh bapak ibu guru. Kalau masih ada kekurangan itu tetep di nilai kemudian ada pembetulan-pembetulan dikembalikan nanti beberapa hari itu di kumpulkan lagi nanti diteliti kembali kalau memang masih ada yang belum tepat. Jadi bapak atau ibu guru atau saya sudah memberikan coretan atau tanda- tanda supaya untuk dibenarkan sesuai dengan struktur kalimat yang benar.

(For practice task, what we see who they practice or show up, and then if it is portofolio, students are given duties periodically, and submitted, corrected by the teachers. If there are still any mistakes, it keeps assessing then there are some corrections from the teachers and then give it back to students in few days, and then submitted once more time, corrected again by the teacher if there are any mistakes anymore. So teachers or I have given correcting mark or signs to be repair with the proper pattern.

P : Kemudian untuk kompetensi ketrampilan untuk penskoran dan pelaporanya seperti apa pak?

(And then, for skill aspect, its scored and its report, what is it like?)

R : Kalau penskoranya itu sama yaitu menggunakan nilai besar dulu dalam buku nilai. Kemudian dikalikan 4 itu kemudian dibagi 100 sama. Itu juga langsung bisa disampaikan pada siswa setiap penilaian itu bisa... Supaya ada perkembangan misalnya di portofolio itu misalnya belum istilahe memenuhi

syarat yaitu KKM itu... ya misalnya 60, KKM nya 70 nanti bisa paling tidak 70 syukur lebih.

(The score is same; it uses tens of score in the score book. Then it times to 4 and divided by 100. It can be forwarded to students instantly in every test... in order to increase the score, for example, portfolio is still not enough, means not pass KKM yet... for example, 60, KKM is 70, they can try to increase at least 70, maybe more over.)

P : Untuk yang terakhir pak tentang kompetensi pengetahuan menurut bapak e... Kenapa penilaian atau pengukuran kompetensi pengetahuan itu masih penting pak?

(The last sir, it is about knowledge aspect, I your opinion sir, why is the skill assessment still needed?)

R : Masih karena orang itu atau siswa itu sebelum memahami itu untuk praktik juga tidak bisa. Maka kalau dalam apa namanya matematika, atau ada teori-teori, rumus-rumus baru dipraktikan. Teknologi juga begitu secara instalasi dibuat programnya bagaimana baru di praktikan itu tentu saja harus memahami itu juga harus meneliti melakukan pengamatan pada suatu benda. Kalau dulu memang ketika anak itu diberi tahu ini benda misalnya ini gelas terbuat dari kaca dan sebagainya. Kalau sekarang tidak, anak-anak ini akan apa namanya mengajarkan tentang alat rumah tangga atau apa silahkan untuk mengamati itu namanya apa terbuat dari apa?

(It is still needed. Because people or students, before understanding it, they cannot practice it, in the ...what is name...Math, or any theories, and formulas, it, then, practice it? So does the technology, make the program and practice it. It, of course, must understand and also research, do observation to an object. In the past, we told the student about the object, for example, this was a glass. It was made of glass, etc. today is not like yesterday. Student will learn about household or anything else, please observed it, what is name, what is it made of?)

P : Kemudian pak untuk kegiatannya? Kegiatan belajar apa saja pak yang sesuai dengan aspek pengetahuan?

(And then for its activity, what learning activities are proper with knowledge aspect?)

R : Ya itu anak itu disuruh mendengarkan atau mendengarkan apa itu namanya, e... Melihat dalam tayangan- tayangan, teks- teks bacaan atau dibaca sehingga anak- anak itu setelah membaca, memahami isi daripada bacaan itu dalam konteks bahasa yang benar.

(Students are ordered to listen or listen something mmm....watching the slides, reading texts, or read, so that, students, after reading text, understanding the meaning of the text in the real context.)

P : Trus aspek apa saja pak yang di nilai dalam kompetensi pengetahuan? Apa saja yang dinilai?

(Then, what aspect, sir? Is that assessed in knowledge aspect?)

R : Ya, aspeknya itu ya tentang pemahaman kebahasaan atau tata bahasa dan sebagainya.

(Its aspect is a language features or grammar and etc.)

P : Untuk kompetensi pengetahuan bagaimana cara menilainya pak? Melalui....?

(For knowledge aspect, sir. How to assess it sir? By

R : Ya... kalau itu ya melalui tes tulis.

(By written test.)

P : Tes tulis trus tes apalagi?

(Written test, anything else?

R : Kemudian tes lisan. Tes tulis dan tes lisan.

(Spoken test. Written test and spoken test.)

P : Itu instrumentnya pak, lalu bagaimana cara penilaiannya?

(Those are the instruments, sir. So, how to assess it, sir?)

R : Yaa.. diberi soal.

(Giving some questions or test)

P : Kemudian untuk penskoranya bagaimana kalau pengetahuan itu pak?

(And then, the score sir, how to give score in knowledge assessment, Sir?)

R : Penskoranya kalau saya masih menggunakan angka besar?

(The score, for me, is still using big score.)

P : Iya.

(Yeah)

R : Misalnya itu ada pilihan ganda, melengkapi dan uraian. Biasanya kalau pilihan ganda itu skornya kalau pernomer itu 1 atau 10. Lha nanti tinggal berapa nomor dikalikan dan itu skor maksimal. Kemudian kalau isian itu ada 2, skornya 2 kalau benar itu 2, kalau kurang tepat atau kurang benar itu diberi skor 1, asal menjawab itu setengah. Kalau tidak menjawab ya nol.

(For example, there is a multiple choice, and essay, multiple choice are usually scored 1 to 10 every number. Then how many question in multiple choice are time and that is a maximum score. If there as 2 essay, we score 2 if their answer are right, if it is false, we score 1, if the answer are a minimal effort. We scored a half. If they do not answer, they got zero.)

P : Yaa.. Untuk melaporkanya bagaimana pak?

(Yes. how to report it, Sir?)

R : Untuk melaporkan semua itu sudah di koreksi dan sebagainya di skor dengan Nilai Akhir (NA) sama dengan Skor yang diperoleh siswa dibagi skor maksimal dikalikan 4.

(To report all that things if it was corrected well, gave score with the final score by the score divided by maximum score and it is time to 4)

P : Iya.. inikan pak, dalam kurikulum 2013 itu kan raportnya baru. Untuk pelaporanya itu bagaimana pak hasil belajar siswa ke orang tua?

(Yes, like this sir, in curriculum 2013, the report book is new. How is the learning report to student parents?)

R : Laporanya ya dalam bentuk ya buku laporan nilai itu. Laporanya meliputi nama anak kemudian nilai pengetahuan, nilai ketrampilan, dan nilai sikap. Sikap ada di belakang.

(The report is using report book. The report include student name, knowledge score, skill score, and attitude score, attitude score is in the back of the report.)

P : Terus kalau untuk kurikulum 2013 itu kan sama sekali tidak ada ranking ya pak. Untuk mengetahui siswa mana yang berprestasi atau sebagainya, Bagaimana cara bapak untuk membedakan prestasi siswa yang 1 dan yang lainnya?

(And then, in curriculum 2013, there is no students rank, sir. To find out which one is the best, how do you find one achievement student and the other one?)

R : Itukan ada nilai 1-4 atau ada table nilai sesuai PERMEND VIII 1A.

(There is a table of score 1-4 base on Permendikbud VIII 1A...)

P : Trus untuk siswa-sisa tersebut apakah ada catatan- catatan tersendiri, catatan khusus untuk membedakan satu dengan yang lainnya?

(And then, for all the students, is there any self note, special note to differ the student to the other one?)

R : Ada karena nilai itukan ada C yang KKM B ada B, B+, B-, ada C+,C,C-, dan D, yaitu 2,51.

(Yes there is. There are score C, if KKM B, there are B, B=, B-, there are C+, C, C- and D, they are 2, 51)

P : jadi bapak ada catatan- catatan tersendiri ya untuk masing- masing siswa?

(So, you have a record to each student?)

R : Ada, C, B, atau A. cukup baik, baik, sangat baik.

(Yes, I do. C, B, or A. it can be sufficient, good, and excellent.)

P : Kemudian pak untuk bapak sendiri dalam pengimplementasian kurikulum 2013 ini. Pengimplementasian evaluasinya menurut bapak bagaimana pak?

(Next sir, it is for your opinion only, in implementing curriculum 2013, what do you think about the evaluation of curriculum 2013?)

R : Yaitu tadi masih banyak... ya kalau saya sendiri masih merasa kesulitan. Karena ya harus bisa apa namanya... mengoperasikan IT. Karena dibuat suatu program sehingga untuk menentukan deskripsinya kalau A itu bagaimana, tentu saja ada yang apa namanya... tidak semua KI itu berhasil. Contohnya nilainya baik KI-3 nilainya baik perlu ditingkatkan misalnya KI-4 atau KI- 4.1 dan seterusnya.

(Just like what I said, in my opinion, I get difficulties, because we must be able to, what is nameoperate a computer, because there is a program to determine the assessment description, how is A, of course there are ...not all KI get success. For example, score good in KI-3, score good need to be increased such as KI-4 or KI4.1, etc.)

P : Jadi menurut bapak lebih mudah mana pak?

(So, which one is easier for you?)

R : Lebih mudah kurikulum 2006.

(It is easier curriculum 2006)

P : Sudah pak, terima kasih atas partisipasinya. Selamat siang.

(I think enough, Sir. Thank you for your participation. Good afternoon)

R : Selamat siang.

(Good afternoon)

4

DATA

CATEGORIZATION

		<p>curriculum gives more practices, more assignments, in KTSP, we learn theoretically. In Curriculum 2103, students must be able to find, and create their own ideas.)</p> <p><i>P : Untuk yang pertama kan kemarin, Apakah bapak sudah mendapatkan pelatihan atau workshop tentang kurikulum 2013 pak?</i></p> <p>(Yesterday was the first time, Sir. Have you ever got the training of curriculum 2013?)</p> <p><i>R : Sudah.</i></p> <p>(Yes, I have)</p> <p><i>P : Kalau boleh saya tahu secara umum kurikulum 2013 itu apa ya pak?</i></p> <p>(May I know the curriculum 2013 in general, Sir?)</p> <p><i>R : Kurikulum 2013 adalah perubahan mindset atau pola pikir. Perbedaan antara kurikulum 2006 dengan kurikulum 2013 bedanya kalau 2006 itu murid diberi tahu, kurikulum 2013 anak mencari tahu.</i></p> <p>(Curriculum 2013 is the changing of student mindset. The different between curriculum 2013 dan KTSP is that KTSP students was told the materials, but in curriculum 2013, student must find out the materials by themselves.)</p> <p><i>P : Untuk pertanyaan yang pertama apakah ibuk sudah pernah mengikuti pelatihan atau workshops tentang kurikulum 2013 ini bu?</i></p>	Interview IX
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	<p>(For the first question, Mom. Have you ever joined in curriculum 2013 training?)</p> <p><i>R : sudah pernah dulu sekitar beberapa kali pertemuan gitu mbak untuk semua guru mata pelajaran per sekolah mengirim 10 guru per mata pelajaran kayaknya untuk dilatih kurikulum 2013.</i></p> <p>(Yes, I have. For some times to all teacher. Each school sends 10 teachers to be trained)</p> <p><i>P : Terus secara umum menurut ibuk kurikulum 2013 itu menurut ibuk apa ya?</i></p> <p>(And then, in your opinion, what do you think about curriculum 2013?)</p> <p><i>R : Secara umum kurikulum 2013 menurut saya lebih penjabaran ke KTSP. Kalau KTSP mungkin cuman garis besarnya saja untuk kurikulum 2013 lebih mendetail untuk penilaian untuk apapun lebih mendetail lagi.</i></p> <p>(Generally, I think that curriculum 2013 is the defining of KTSP. KTSP perhaps, is the main point, but in Curriculum 2013 is more detail for its assessment, and all things in it)</p> <p><i>P : Selamat pagi bu, apakah ibuk sudah pernah mendapatkan training atau pelatihan tentang kurikulum 2013?</i></p> <p>(Good morning mom, have you ever got training about curriculum 2013?)</p> <p><i>R : Selamat pagi mbak. Yaa... saya pernah mendapatkan workshop Kurikulum 2013 pertama kali sebagai</i></p>	<p>Interview VII</p> <p>Interview VI</p>
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		<p><i>percontohan di sekolah SMP mbak.</i></p> <p>(Good morning, ye, I have. I have ever joined in workshop of curriculum 2013 as the school pilot project)</p> <p><i>P : Kemudian secara garis besar Kurikulum 2013 itu menurut ibuk apa?</i></p> <p>(Generally, what do you think about curriculum 2013?)</p> <p><i>R : Menurut saya mbak kurikulum 2013 itu penilaiannya meliputi 3 penilaian itu lho mbak, penilaian pengetahuan, ada sikap dan ketrampilan.</i></p> <p>(I think that curriculum 2013 concerns in three assessment, they are knowledge, attitude, and skill assessment.)</p> <p><i>P : Iya dek Catur. Dek, kakak mau tanya nih. Adek tahu gak tentang kurikulum yang sekarang ini atau kurikulum 2013?</i></p> <p>(I want to ask you some questions. Do you know about the recent curriculum or curriculum 2013?)</p> <p><i>R : Tahu.</i></p> <p>(Yes, Ido)</p> <p><i>P : E... menurut adek perbedaan antara kurikulum yang dulu sama sekarang gimana?</i></p> <p>(In your opinion, what is the different between the pas curriculum and the recent urriculum?)</p> <p><i>R : Enak yang sekarang sih.</i></p>	Interview VIII
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		<p>(Easy the recent curriculum)</p> <p><i>P : Dek Rika tahu gak kurikulum yang sekarang ini kurikulum 2013 ini tahu gak?</i></p> <p>(Do you know curriculum 2013?)</p> <p><i>R : Tahu.</i></p> <p>(Yes, I do)</p> <p><i>P : Apa itu?</i></p> <p>(What is it?)</p> <p><i>R : Ehmmmmm...</i></p> <p>(Ehmmmmm...)</p> <p><i>P : Dek kakak mau tanya, menurut kamu kurikulum 2013 itu apa tho?</i></p> <p>(May I aks you, what do you think about curriculum 2013?)</p> <p><i>R : Kurikulum 2013 adalah kurikulum yang...</i></p> <p>(Curriculum 2013 is ...)</p> <p><i>P : Apa?</i></p> <p>(What)</p> <p><i>R : Gimana yaaa... banyak penilaiannya.</i></p> <p>(I meant ... more assessment)</p> <p><i>P : Kakak boleh tanya gak tentang kurikulum sekarang ini,, kurikulum K13 itu apa? Tahu gak?</i></p> <p>(May I ask you questions abot curriculum? What is Curiculum K13? Do you know?)</p> <p><i>R : Tau.</i></p>	<p>Interview V</p> <p>Interview IV</p> <p>Interview III</p> <p>Interview II</p>
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		<p>(Yes, I do)</p> <p><i>P : Bisa gak ibu menjelaskan tentang evaluasi atau penilaian dalam kurikulum 2013?</i></p> <p>(Can you tell me about the assessment in curriculum 2013)</p> <p><i>R : Kalau kurikulum 2013 itu lebih rinci ada nilai pengetahuan ada nilai ketrampilan dan sikap. Kalau penilaian pengetahuannya biasanya kalau anak- anak itu nanti dari ulangan itu kalau nilai ketrampilannya bisa diambikan dari tugas dan apa apa biasanya yaa tugas itu ada tugas praktik dan ada tugas tertulis.</i></p> <p>(Assessment in curriculum 2013 is more detail than KTSP, there are attitude assessment, knowledge assessment, and skill assessment. Knowledge assessment is usually from daily exam, or final exam, and skill assessment is usually from practice somethings, such as report, project.)</p>	Interview I
2		<p><i>P : Bisa gak ibu menjelaskan tentang evaluasi atau penilaian dalam kurikulum 2013?</i></p> <p>(Can you tell me about the assessment in curriculum 2013)</p> <p><i>R : Kalau kurikulum 2013 itu lebih rinci ada nilai pengetahuan ada nilai ketrampilan dan sikap. Kalau penilaian pengetahuannya biasanya kalau anak- anak itu nanti dari ulangan itu kalau nilai ketrampilannya bisa diambikan dari tugas dan apa apa biasanya yaa tugas itu ada tugas</i></p>	Interview 1

		<p><i>praktik dan ada tugas tertulis.</i></p> <p>(Assessment in curriculum 2013 is more detail than KTSP, there are attitude assessment, knowledge assessment, and skill assessment. Knowledge assessment is usually from daily exam, or final exam, and skill assessment is usually from practice somethings, such as report, project.)</p> <p><i>P : Kemudian pak untuk e... evaluasinya dalam kurikulum 2013 menurut bapak bisakah bapak jelaskan!</i></p> <p>(And then, sir.... The evaluation in curriculum 2013, in your opinion, can you explain it, Sir?)</p> <p><i>R : Evaluasinya cukup rumit karena terlalu banyak instrument-instrument yang dibuat. Kemudian penerapannya terintegrasi, terintegrasi dalam proses pembelajarannya itu sendiri. Misalnya sikap spiritual itu juga termasuk di dalam KI-3 dan KI-4.</i></p> <p>(Curriculum 2013 assessments are too complicated. Too many instruments are made. Then then carry out integrated. It's integrated in its learning process. For example, spiritual aspect include in KI-3 and KI-4.)</p>	InterviewIX
		<p><i>P : Terus menurut ibuk bagaimana penilaian di kurikulum 2013?</i></p> <p>(And what do you think about the assessment of curriculum 2013?)</p>	Interview VII

	<p><i>R : Penilaiannya kan kalau dulu ada teori atau tugas udah satu nilai, kalau sekarang ada penjelasan atau penjabaran ketrampilan anaknya bagaimana? penilaian dari teman-temannya bagaimana? Dibagi dalam beberapa criteria juga.</i></p> <p>(In KTSP, the assessment divided into theory and duties/ tasks, but in curriculum 2013 there is an explanation of student skill. How is colleague assessment, and also divided in some criterias)</p> <p><i>P : Oh secara umum gak tahu. Tapi tahu gak tentang penilainya itu apa?</i></p> <p>(Generally, you don't know. Do you know the assessment?)</p> <p><i>R : Tahu.</i></p> <p>(Yes, I do)</p> <p><i>P : Apa saja?</i></p> <p>(Mention it?)</p> <p><i>R : Nilai sikap, nilai pengetahuan, nilai ketrampilan</i></p> <p>(Attitude, knowledge, and skill aspect)</p> <p><i>: Ow... terus penilaiannya menurut adik, apa aja sih yang dinilai?</i></p> <p>(What assessment?)</p> <p><i>R : Sikap... ketrampilan, sikap spiritual,</i></p>	<p>Interview V</p> <p>Interview IV</p>
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	<p><i>dan sikap pengetahuan.</i></p> <p>(Attitude...skill, spiritual, and knowledge aspect.)</p> <p><i>P : Kalau untuk penilainya? Tau gak?</i></p> <p>(How about the assessment? Do you know?)</p> <p><i>R : Penilaian?</i></p> <p>(Assessment)</p> <p><i>P : Iya,,, apa aja?</i></p> <p>(Yeah. Tell me!)</p> <p><i>R : Penilaian sikap, pengetahuan, sama ketrampilan.</i></p> <p>(Attitude, knowledge, and skill?)</p>	Interview III
	<p><i>P : Trus penilaiannya bagaimana? Tahu gak?</i></p> <p>(How is the assessment? Do you know?)</p> <p><i>R : Penilaiannya lebih mementingkan sikap spiritual, pengetahuan, dan ketrampilan.</i></p> <p>(The assessment is emphasize in spiritual, knowledge and skill aspect)</p>	Interview II
	<p><i>P : Trus penilaiannya bagaimana? Tahu gak?</i></p> <p>(How is the assessment? Do you know?)</p>	Interview I

		<p><i>Kemudian biaya sekolah tidak mampu. Sehingga usulan- usulan dan permintaan dari sekolah- sekolah yang mendapatkan pilot project itu mohon diberi dana agar pelaksanaan kurikulum itu dapat berjalan dengan baik dan lancar. Dan mohon untuk diklatnya diratakan karena juga masih banyak guru yang masih kebingungan terutama memahami Permend-Permend yang selalu berubah- ubah.</i></p> <p>(Yes, I have. I have understood enough. But I still confuse to implement it. Because is there too many instruments that must be prepared. And then school unable to pay the cost. While, school proposals which become pilot project of curriculum 2013, give fund to carry out the curriculum 2013 and it can be implemented well. And please, its training is leveled out too, because there are so many English teachers that are still confused in line to understand Permendikbud which is having changes.)</p> <p><i>P : Untuk rambu-rambu dalam kurikulum 2013 menurut ibuk bagaimana?</i></p> <p>(And what do you think about definition of curriculum 2013)</p> <p><i>R : Udah bagus mbak kan udah ada poin- poinnya sendiri untuk penilaiannya.</i></p> <p>(It is good. It has been determined its point of assessment)</p>	Interview VII
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		<p><i>P : Iya... kemudian untuk apa itu, rambu-rambu tentang penilaiannya itu apakah sudah jelas buk?</i></p> <p>(I see. What is it for? Roles of assessment, have you cleared enough?)</p> <p><i>R : Jelas mbak, karena sudah ada petunjuk penilaiannya dalam setiap kompetensi.</i></p> <p>(Yes I do. Because there are direction how to gain in each competence.</p>	
II. 1	The Focus of Evaluation	<p><i>P : kan di situ ada 3 aspek yang terkenal ya buk, aspek kompetensi sikap, kompetensi pengetahuan, dan kompetensi ketrampilan. Trus menurut ibuk kenapa sih harus diadakan penilaiain sikap?</i></p> <p>(In English, there are 3 competences, attitude, knowledge, and skill competence. And then, why should be evaluated in attitude aspect?</p> <p><i>R : Yaa... karena anak-anak jaman sekarang ya mbak sikapnya itu kayaknya memang harus dibenahi, memang bagus masuk dalam kurikulum.</i></p> <p>(Because, children, recent time, their attitude must be it is good to be added in curriculum.)</p> <p><i>P : Iya kemudian untuk penilaian sikapnya itu buk. Sebenarnya tujuan dari penilaian sikap itu apa buk?</i></p>	<p>Interview VII</p> <p>Interview VI</p>

		<p><i>Pengukuran penilaian sikap?</i></p> <p>(I see. And it is about attitude assessment; actually, what is the goal of attitude assessment?)</p> <p><i>R : Penilaian sikap itu pengukurannya di nilai dari sikap spiritual dan sikapm social.</i></p> <p>(Attitude assessment is measured from spiritual and social aspek)</p> <p><i>P : Terus kemudian menurut ibuk, tujuan dari penilaian sikap itu apa buk sebenarnya?</i></p> <p>(Next, in your opinion, what is the objective of the personal assessment?)</p> <p><i>R : Itu saya piker agar anak- anak itu agar lebih bisa apaa... itu ya namanya... menata dirinya agar lebih bisa oh saya misalkan istilahnya mengkoreksi diri sendiri seperti itu. Oh kok saya sama teman dikatakan seperti ini.. oh berarti saya harus... misalkan kalau kurang bener.</i></p> <p>(I think, students must be able to ...some things. I mean...control themselves more able to Oh for example...introspection ... just like that. Oh my friend call me like this....it means that I must For example: unkind personality.)</p> <p><i>P : Kan dalam kurikulum 2013 itu ka</i></p>	<p>I</p> <p>Interview I</p>
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		<p><i>nada 3 kompetensi ya pak. Yaitu kompetensi sikap, kompetensi pengetahuan, dan kompetensi ketrampilan. E... menurut bapak itu apa sih pak tujuhnya diadakan apa tentang kompetensi sikap itu atau penilaian kompetensi sikap?</i></p> <p>(What about in curriculum 2013, sir? There are three competences; they are attitude competence, knowledge competence, and skill competence. In your opinion, sir, what is the objectives f attitude competence or competence assessment?)</p> <p><i>R : Sikap dan spiritual KI-1 dan KI-2. Spiritual itu berhubungan dengan Tuhan. Bersyukur kepada Tuhan bisa mempelajari bahasa inggris. Kemudian KI-2 itu dengan social seperti gotong royong, kejujuran, sikap kedisiplinan dan lain sebagainya ada 7 sikap. KI-3 itu tentang pengetahuan itu mengamati apa yang diberikan entah apaitu wujudnya. Yaitu tulis maupun teks ataupun gambar, kemudian anak itu timbul satu pertanyaan sehingga didalm associating atau pengumpulan informasi itu anak sudah semakin jelas dan di terapkan dalam yaitu communicatingnya ketrampilan.</i></p> <p>(Attitude and spiritual competence KI-1 and KI-2. Spiritual has related to God. Thanks God for learnin genglish. And then, KI-2 has related with social life, like cooperation or working together, honesty, discipline etc. they are about 7 aspects. KI-3 is about knowledge. They observe what they get, written or texts, or pictures, and</p>	Interview IX
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		student feel anxious, and asking)	
III.	The Techniques of Assessing	<p><i>P : Dalam e... penilaian sikapitu tadi tho pak bagaimana cara menilainya pak?</i></p> <p>(In ... E... attitude assessment. How to assess it sir?)</p> <p><i>R : Cara penilaiannya ya bersama- sama dengan apa namanya ... pembelajaranya itu misalnya anak-anak harus dibentuk yaitu kelompok-kelompok apa namanya itu... kerjasamanya bagaimana? Kemudian sebelum melakukan sesuatu itu seharusnya diaali dengan doa supaya pikiranya itu lebih jernih untukmenerima apa yang dipelajari itu. Kemudian untuk sikapny yaitu sikap social dan sebagainya itukan hubunganya dengan teman sejawat istilahnya. Karena penilaian sikap itu ada atau KI-1, KI- 2 itu ada apa itu namanya... ka nada 4; penilaian diri, observasi, jurnal, dan penilaian antar teman atau teman sejawat.</i></p> <p>(How to assess it, it is together with.. what its name ...its learning process. For example, students make a group... what its name ... how do they work together? Before doing something, it should be started with praying, in order to make her feeling fresh to get the learning materials. Then, their</p>	Interview IX

		<p>attitudes, social attitude and the other things have relation with colleague or classmate. Because attitude assessment is in KI-1, KI-2 there is a..... what its namethere are four assessments: self assessment, observation, journal, and colleague or classmate assessment.)</p> <p><i>P : Kemudian untuk cara penilaiannya e... ibuk merasa kesulitan gak tentang penilaian sikap itu?</i></p> <p>(Then, the assessment process itself, how do you have any difficulties?)</p> <p><i>R : Ya.. kalau saya sendiri karena... ya susah mbak karena anaknya kan banyak jadi kadang- kadang harus menghafal satu persatu ini... ini... ini. Masing- masing harus mempunyai catatan sendiri jadi susah nya di situ.</i></p> <p>(Ya... I feel that... because too many students, so, I have to remember name of each student ...this one..., and this one..... Each student must have their own record.)</p>	Interview I
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5

LETTER OF PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 767a/UN.34.12/DT/VII/2015
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Yogyakarta, 31 Juli 2015

Kepada Yth.

Bupati Klaten

c.q. Kepala BAPPEDA Klaten

Kantor BAPPEDA Klaten, Gedung Pemda II Lantai
2, Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**THE IMPLEMENTATION OF THE EVALUATION SYSTEM BASED ON CURRICULUM 2013 AT SMP
PGRI 18 KEBONARUM AND SMP N 2 WEDI IN AKADEMIC YEAR OF 2015/2016**

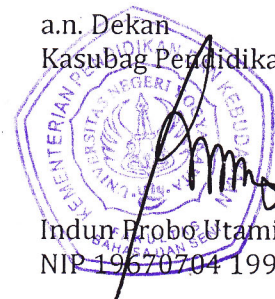
Mahasiswa dimaksud adalah :

Nama : DWI NUR HIDAYAH
NIM : 07202244028
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – Oktober 2015
Lokasi Penelitian : SMP PGRI 18 Kebonarum dan SMP N 2 Wedi

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:

- Kepala SMP PGRI 18 Kebonarum dan
SMP N 2 Wedi



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/978/VIII/09
Lampiran : -
Perihal : **Ijin Penelitian**

Klaten, 3 Agustus 2015

Kepada Yth.

1. Ka. SMP N 2 Wedi
 2. Ka. SMP PGRI 18 Kebonarum
- Di -

KLATEN

Menunjuk Surat dari Dekan. Fak. Bahasa dan Seni UNY No 767a/UN.34.12/DT/VII/2015 Tgl. 31 juli 2015 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian oleh :

Nama	Dwi Nur Hidayah
Alamat	: Karangmalang, Yogyakarta
Pekerjaan	: Mahasiswa Fakultas Bahasa dan Seni UNY
Penanggungjawab	: Indun Probo Utami, S.E.
Judul/topik	: The Implementation Of The Evaluation System Based On Curriculum 2013 At SMP Pgri 18 Kebonarum and SMP N 2 Wedi In Academic Year Of 2015/2016:
Jangka Waktu	: 3 Bulan (3 Agustus s/d 3 Nopember 2015)
Catatan	: Menyerahkan Hasil Penelitian Berupa Hard Copy dan Soft Copy Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Demikian atas kerjasama yang baik selama ini kami ucapkan terimakasih

An. BUPATI KLATEN
Plt Kepala BAPPEDA Kabupaten Klaten



Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Ka. Dekan Fak. Bahasa dan Seni UNY
4. Yang Bersangkutan
5. Arsip;